



School of Education
Handbook for EdD Programme
2010-11

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Please note that all efforts have been made to ensure that the information in this booklet is accurate at the date of publication. It is the responsibility of the student to consult the University website (www.qub.ac.uk), the School of Education website (www.qub.ac.uk/edu) and to regularly check their Queen's email account.

1.0 Handbook

Welcome to Queen's University School of Education and to the Doctor of Education (EdD) programme! This handbook is designed to provide information and guidance for students enrolled on the EdD programme. As additional or updated information becomes available, this will normally be forwarded to your Queen's email address.

Students enrolled on the dissertation part of the course, or about to enrol on the dissertation, should also closely consult the School of Education

Dissertation Handbook:

<http://www.qub.ac.uk/schools/SchoolofEducation/ProspectiveStudents/PostgraduateResearch/EdD/FurtherInformation-EdD/>

2.0 Course Structure

There are two pathway options:

EdD

EdD TESOL (Teaching English to Speakers of Other Languages)

The EdD will be awarded to students who have accumulated a total of 540 credit points at doctoral level (D-points). The award requires the completion of nine taught doctoral modules (270 D-points) and a research dissertation of 40,000 words in length (270 D-points). The dissertation will be examined by viva voce.

The EdD programme may be undertaken on a part-time or full-time basis. The normal period of study will be not less than three years full-time or not less than four years part-time.

EdD TESOL candidates must successfully complete the three core modules and a dissertation in the area of TESOL. Each pathway is comprised as follows:

EdD

Four research modules plus choice of five other modules.

EdD TESOL

TESOL: An Introduction to Doctoral Level Study in TESOL (Module taught in Taiwan and Korea)

TESOL: Issues in Language Learning

TESOL: Discourse and Pedagogy

plus four research modules and choice of two other modules.

All EdD students must complete four research modules, one of which is Educational Research: An Overview.

The research methods modules are:

Educational Research: An Overview (compulsory)
Quantitative Research: Methods, Data and Theory
Qualitative Research: Methods, Data and Theory
Evaluative Research
The Professional as Researcher
Experimental and Survey Methods in Educational Research
Philosophical and Ethical Issues in Educational Research
Research and the Policy Process
Arts Based Research Approaches

For the full list of EdD modules, information on their content and dates of delivery please see the EdD Syllabus available at:
<http://www.qub.ac.uk/schools/SchoolofEducation/ProspectiveStudents/PostgraduateResearch/EdD/FurtherInformation-EdD/>. Please note that some modules run on alternate years.

2.1 Credit transfer

Applicants may be considered for credit transfer of Masters degrees that have been completed within the last 10 years. Each application will be considered on its own merit. The maximum credit which can be transferred is 60 credit points. This will be dependent on the degree of research methods training evident in the Masters degree. In some instances students will be entitled to omit study of Educational Research: an Overview and one other module. Minimum transfer will be 30 credit points. Retrospective credit will not normally be considered. Application forms for credit transfer may be accessed at:
<http://www.qub.ac.uk/schools/SchoolofEducation/ProspectiveStudents/PostgraduateResearch/EdD/> .

3.0 Procedure for taught modules

There are three stages to each EdD taught module which covers a four month period. Four weeks before the module the module tutor will upload a preparatory pack to Queen's online including a number of pre-readings. The second stage is attendance for the intensive teaching, normally over a consecutive period of two and a half days (see 4.0 below). The third stage involves submission of the assignment, normally within three months of the last date of the taught module, to the School of Education General Office where staff will issue a receipt.

Please note that it is compulsory to submit a draft of each assignment to the Doctoral Studies Secretary before you can submit the final assignment. Drafts must be **no longer than 1,000 words** and be submitted **at least six weeks before the final submission date for the module**. Students will receive formative feedback on their draft assignments.

4.0 Attendance

The taught modules are based on short but intensive contact time, designed to be of maximum benefit to participants' learning in the chosen area of study. For satisfactory completion of a taught module on which you are registered, you must attend **all** timetabled sessions. Successful completion of each module depends on a minimum of 70% attendance at all teaching sessions.

5.0 Administration of the EdD course

5.1 Registration

There is normally one entry point for candidates to the EdD Programme during the academic year, namely September, with the exception of EdD TESOL students who commence in June. Participants who have been accepted on to the EdD programme must register. Registration enables you to obtain your Queen's email address and your student card for access to the library and other University facilities. You will need to register each year. International students who return to their home countries for dissertation can be invoiced so that they do not need to return to Queen's for autumn registration.

All new students will be invited to attend an induction session at the beginning of the academic year (in August for international EdD TESOL students).

5.2 Registration and payment for modules

You will be required to arrange payment for your choice of modules at registration. For further information regarding fees please see Student Finance website at:

<http://www.qub.ac.uk/directorates/sgc/finance/>.

You will be asked to register online for your chosen modules as part of the registration process. You will be contacted by e-mail, to confirm attendance **six weeks** before each module. We may need to operate an upper limit on numbers attending a taught unit. In addition a module will not be viable if there are less than five confirmed participants. Early confirmation of attendance is essential for our programme planning and to avoid disappointment to other EdD students should a module have to be cancelled due to low numbers.

5.3 Changes of address

Under the General Regulations for students of the University, all students are required to inform the University of any change of home address. You should update your details as necessary on the online registration system.

6.0 Academic guidance and support

There are a number of levels of guidance and support available to you as an EdD student

6.1 EdD procedural issues

On matters concerning regulations governing the EdD degree, module evaluation, extensions to submission dates for assignments or difficulties over attendance at taught modules, you are asked to contact the EdD Coordinator.

6.2 EdD programme planning and personal tutor system

All EdD students are assigned a personal tutor. This tutor is available to you for guidance on your choice of EdD modules and academic progress.

Part-time EdD students are required to complete a **compulsory annual progress report**. Full-time EdD Students are required to complete a compulsory progress report for each semester. Forms should be completed and signed by either your personal tutor (pre-dissertation students) or with your supervisors (dissertation students). Students who fail to submit fully completed forms to the School of Education Research Office will not normally be permitted to re-register for the programme.

6.3 EdD module support

During attendance at each two and a half day taught EdD module, your module tutor will provide you with individual tutorial support as appropriate. This will enable you to raise any issues regarding the module or its subject matter. A particular goal of the module support will be initial decisions with regard to appropriate approach to the assignment for the module being studied. The module tutor will help you focus on relevant topics for the assignment or will assist you in shaping a topic which better suits your needs and interest within the rubric of the module.

6.4 Staff-Student Consultative Committee (SSCC)

Staff-student liaison meetings are held twice in the academic year to provide an active and effective system through which to channel students' views and feedback on all aspects of the programme. Students are encouraged to liaise with the SSCC representatives. The School of Education Student Representative to the Academic Board can also be contacted.

7.0 Guidelines on preparation and submission of taught module assignments

In order to satisfy the requirements for the degree, you must submit one 4-5,000 word assignment per EdD module within three calendar months of attendance at the taught element. Submission dates for assignments will be detailed during the taught module.

7.1 Draft assignments

Submission of a first draft or outline of your assignment is compulsory. This process is designed to provide formative feedback to help students meet EdD criteria on their initial submission. Feedback on a draft submission does not however ensure an assignment will be considered satisfactory on final submission. Drafts must be **no longer than 1,000 words** and be submitted to the Doctoral Studies Secretary **at least six weeks before the final**

submission date for the module. The tutor will aim to provide brief comments on your draft within a fortnight of the deadline issued.

Please note that submission of a draft assignment is compulsory before the final assignment can be assessed.

7.2 Titles of assignments

You must submit an agreed title at the draft stage. This is especially important in the case where general rubrics for assignments have been adapted.

7.3 Copies and presentation

Two copies of your final assignments should be presented typewritten on single-side A4 paper, using 1½ line-spacing and each copy must be accompanied by a completed EdD cover sheet for final assignments. There is a preference for simple presentation, with the pages stapled at the top left-hand side for ease of marking.

You must ensure that you retain copies of all EdD work submitted.

If you have the prior agreement of the module tutor, you may submit your assignment electronically by e-mailing it, in word format only, to research.education@qub.ac.uk. In this case your assignment should be sent as **one** attachment along with a completed cover sheet. Multiple attachments or multiple e-mails will not be accepted. The cover sheet for final assignments will be uploaded to Queen's online by the module tutor and may be accessed by you under 'My Modules'. The cover sheet for draft assignments may be accessed at:

<http://www.qub.ac.uk/schools/SchoolofEducation/ProspectiveStudents/PostgraduateResearch/EdD/FurtherInformation-EdD/>

7.4 Submission

The draft and final version of the assignment should be submitted for the attention of the Doctoral Studies Secretary who will record receipt and forward your work to the module tutor concerned. In order to facilitate our record-keeping and avoid delay to feedback **please do NOT submit your work directly to the module tutor.**

7.5 Marking

Your assignment will be marked by the module tutor. A sample of all assignments for each module are then scrutinised by an internal moderator. The recommendation from marker and moderator (on a simple pass/resubmit basis - see 9.0 below) then goes to the Board of Examiners for endorsement. You will normally receive typewritten feedback and a copy of the annotated assignment within 4 weeks from the submission deadline. The module tutor will indicate to you their recommendation which will be forwarded to the EdD Board of Examiners.

8.0 Extensions to assignments

Final submission dates for assignments are detailed during the taught modules. Should an extension to an assignment be necessary, you must

submit a request to the EdD Coordinator outlining the circumstances on an Extension Request form available on the School of Education website at: <http://www.qub.ac.uk/schools/SchoolofEducation/ProspectiveStudents/PostgraduateResearch/EdD/FurtherInformation-EdD/>

The normal maximum extension period granted will be four weeks and 'extensions to extensions' will not be encouraged. Any student requesting an extension of more than six months to an assignment deadline will be asked for **medical or other evidence** to support their request.

If a situation should arise whereby a participant has been given extensions on two assignments then **it will not be possible to attend another module** until at least one of the outstanding assignments is submitted.

Participants should note that where extensions are offered outside the anticipated assessment cycle this may result in delays in the feedback process. Students also need to note that extensions to submission dates cannot normally exceed 12 months from the date of the final teaching session for the module. After this point the student will normally be deemed to have withdrawn from the module.

8.1 Academic writing support

The Learning Development Service at Queen's University offers a variety of support to students. Sessions available include time management, preparing to write, essay writing, presentation skills and dissertation writing. Students can contact the Learning Development Service via the website (<http://www.qub.ac.uk/directorates/sgc/>), by or by calling into the Student Guidance Centre and asking to speak to someone from the Learning Development Service. The Student Guidance Centre opens from 9am to 5pm, but Learning Development staff can make arrangements to see students outside of these hours.

9.0 Assessment of EdD assignments

9.1 Assignment Grades

The Board of Examiners will award one of 3 grades for assignments:

Pass (P⁺ or P)

In the case of a pass your work is judged as having successfully reached doctoral level and you will be credited with one module. Work of an exceptionally high level for a module assignment will be acknowledged by the award of a P⁺ grade. You are required to pass all nine (or equivalent number of modules with CATS points) as part fulfilment of the EdD award.

Resubmission (R)

If your assignments have been judged to have met the R (resubmission) criteria, you will have been deemed not to have reached a satisfactory doctoral level standard and you will be invited to improve your work and resubmit it for further consideration, normally within a two month period. Further support from the module tutor will be available to help with your resubmission. Such an assessment of your work may be disappointing in the first instance but

needs to be considered as supportive, constructive and formative in the ongoing learning experience at this level.

Students who are asked to resubmit assignments must make arrangements to discuss the assignment with the module tutor before resubmitting the assignment. Resubmitted assignments will not be marked unless this meeting has taken place.

Fail (F)

If a resubmitted assignment does not reach a pass standard the assignment will be awarded a Fail by the EdD Board of Examiners. A participant will not be credited for the failed module and may choose, on advice, to complete an alternative module from the list available. This will incur the normal fee charge for an EdD module.

Students who fail three modules will normally be advised to withdraw from the EdD programme.

Please note that students whose work is deemed unsatisfactory in the first submission of two modules taken consecutively will have their performance reviewed and may not be permitted to attend further modules until the outstanding modules are successfully completed.

9.2 Guidelines on achieving EdD level

Assignments are most likely to be formulated in such a way that they will be library-based and/or research-based. The appropriate balance will depend on the nature of the module and the goals of the module as outlined by the tutor. The standard to be aimed for in your written assignments at doctoral level is to be found in articles published in high-quality, refereed educational and professional journals.

The following criteria are those for assessment at doctoral (D) level which are linked to the objectives of the EdD programme. They outline what is expected of an assignment to meet a pass grade and enable outstanding work to be recognised as well as clarify those characteristics of work that may be requested to be re-submitted for further consideration. Depending on the type of assignment set, these criteria may be elaborated or complemented in individual modules by module tutors.

PLEASE NOTE: In circumstances where the content of an assignment is satisfactory but where the following minimum criteria are not met, the work will be returned with a requirement to revise and resubmit.

Students submitting assignments are requested to check that their work conforms to the following minimum criteria:

- typed or word-processed, 1½ line-spaced on one side of A4 page only;
- has been proof-read for grammatical, punctuation and spelling errors;
- has an accurate list of references attached set out according to academic convention;
- has been completed within the specified word limits. (Assignments which are significantly longer than the permitted word length will be penalised and may be referred).

Grade P⁺ will:

- demonstrate a high level of clarity of meaning and purpose;
- demonstrate evidence of coherence of argument and pursue an integrated, sophisticated and consistent line of argument or reasoning;
- be informed by an exceptional level of critical thinking and analysis;
- provide evidence of a highly critical analysis and/or synthesis and interrogation of appropriate literature;
- demonstrate sophisticated use of appropriate methods of empirical enquiry (specific assignments only);
- contain originality or flair in relation to one or more of the following: the development of theoretical insights, conceptual analysis, approach/methodology and/or understanding of the subject;
- and/or practice (where appropriate)
- demonstrate high level of reflection on the implications of the work for professional development (where appropriate);
- be very clearly written, very well-presented and systematically organised, with an excellent attention to academic conventions concerning referencing, quotation, bibliography and footnotes with reference literature going well beyond the readings provided in course materials;

Grade P will:

- demonstrate evidence of clarity of meaning and purpose;
- demonstrate evidence of coherence of argument and of the ability to develop a consistent line of argument or reasoning;
- be informed by a good level of critical thinking and analysis;
- provide evidence of critical analysis and/or synthesis of appropriate literature;
- demonstrate competent use of appropriate methods of empirical enquiry (specific assignments only);
- contain evidence (in parts) of originality in relation to the development of one of the following: theoretical insights, conceptual analysis, approach/methodology/and/or understanding of the subject (where appropriate);
- contain evidence of a good level of personal/professional reflection informed by research, literature or practice (where appropriate);
- some reflection on the implications of the work for professional development;
- be clearly written, well-presented and organised, with close attention to academic conventions concerning referencing, quotation, bibliography, footnotes, etc.;
- have cognizance of a wider audience.

Resubmission (R)

R will be assigned to a piece of coursework that has been judged to be unsatisfactory at the initial assessment stage. It will be judged to be a resubmission if it shows evidence of a number of the following:

- Failure to address the required task;
- A predominantly descriptive assignment with little indication of critical thinking and/or analysis;
- No original illustration of points made;
- Judgements made on assertion and claims not properly backed up with reference to the appropriate literature;
- Little evidence of consistency and coherence in argument and reasoning;
- Lack of clarity in meaning and purpose and evidence of internal inconsistencies
- Over emphasis on use of long quotes from other writers;
- Relying heavily on a small range of sources of reference;
- Evidence of major errors in writing and expression;
- Misunderstanding or misapplication of academic conventions

10.0 Plagiarism

Plagiarism is a University offence and EdD students are asked to ensure that any work or literature references that are not their own are properly attributed to the original author(s). This includes students' work from this or other institutions. It is important that all quotations should be clearly indicated and the full reference given with page numbers, as outlined below. Vigilance is also encouraged when attempting to summarise others' material whereby it is possible inadvertently to plagiarise by following the original work too closely.

To encourage students to cite correctly all assignments completed in the year 2010-2011 are to be handed in with a Turnitin cover sheet. Module tutors will provide information for students on how to access Turnitin.

11.0 Dissertation Arrangements

A separate dissertation handbook is available to guide you on the specific preparation and submission of your EdD dissertation (see also section 15 below). The Dissertation handbook is available at:
<http://www.qub.ac.uk/schools/SchoolofEducation/ProspectiveStudents/PostgraduateResearch/EdD/FurtherInformation-EdD/>.

The dissertation constitutes one half of the Doctor of Education degree and will amount to 40,000 words. In line with doctoral expectations, it will represent a contribution to educational knowledge by demonstrating originality and independence, critical evaluation of the relevant literature, research skills and the ability to communicate the results and their implications.

Please note that progress from the taught part of the EdD course to the dissertation element is not automatic, but is dependent on satisfactory

progress throughout the taught modules. Candidates who have had a satisfactory performance profile in successfully accumulating 270 D-points may undertake a research dissertation to complete the doctoral programme. A satisfactory performance profile is deemed to be the accumulation of at least 120 of those D-points in modules for which the candidate's assignments were deemed to be acceptable on first submission (i.e. not requiring re-submission). Candidates whose profile is less than this will be advised about their suitability to undertake the doctoral dissertation study.

Although you are encouraged to develop your ideas and proposals for your EdD dissertation from the outset of your EdD study, you may not begin supervised preparation of the dissertation until you have successfully completed all of your modules, four of which must be from the list of research methods modules identified.

Students are strongly advised to attend the EdD dissertation workshop prior to enrolling on the dissertation.

Formal registration of the title of the dissertation and submission of a dissertation proposal must be done using the appropriate forms accessible on the School of Education website at:
<http://www.qub.ac.uk/schools/SchoolofEducation/ProspectiveStudents/PostgraduateResearch/EdD/FurtherInformation-EdD/>

11.1 MEd exit route

Candidates may withdraw from the doctoral programme after completion of the taught element with the award of a Master of Education (MEd) degree:

- (i) To qualify for the award of the degree of Master of Education (MEd) candidates must produce a satisfactory dissertation. The candidate must demonstrate that he/she has acquired an advanced level of knowledge and understanding in the field of study of any educational research, policy, practice and theory covered in the programme; analyse and apply critically examples of the research literature relating to the content of the programme; show evidence of reflection on their professional practice; demonstrate knowledge of a range of educational research methods and demonstrate engagement in the processes of research planning, data collection and analysis (as appropriate).
- (ii) Degrees are conferred twice a year, in July and December. To allow the work submitted to be examined in time for graduation at a particular date, the candidate must apply to the School Postgraduate Research Committee for permission to exit the EdD or EdD TESOL with the degree of MEd, and then submit the published work, in accordance with the following deadlines:

Graduation	Application	Submission
July	1 February	1 May
December	1 May	15 September

- (iii) At the same time as the School Postgraduate Research Committee grants permission to exit the EdD or EdD TESOL by submitting for MEd, it shall nominate the external and internal examiners. There shall be at least two examiners, at least one of whom must be an external examiner.
- (iv) If the School Postgraduate Research Committee grants permission to exit the EdD or EdD TESOL by submitting for MEd the candidate will then register, according to the regulations for MEd.
- (v) Each registered MEd student will be allocated a supervisor.
- (vi) When submitting for the degree, the candidate shall submit three securely bound sets of the totality of EdD assignments (previously successfully examined at doctoral level by the EdD Board of Examiners) together with a 5,000 word essay that bridges issues raised by these assignments, that shows how the issues are connected and that represents a critical position. Together the bridging essay and the 35,000-45,000 word doctoral level assignments will constitute a total MEd dissertation of 40,000-50,000 words (this will vary as depending on initial credit transfer EdD students need to complete seven to nine 5000 word assignments).
- (vii) The MEd portfolio of course work plus bridging essay will total a maximum of 50,000 words. It must be typed and bound. In relation to the presentation of the dissertation, the publication (format, printing quality and binding) of the thesis must follow the requirements set down in the School of Education Dissertation Handbook. The assessment of the dissertation is based on a set of criteria published in the Masters Dissertation Handbook. In circumstances where the EdD Board of Examiners judges that relatively minor amendments may be made to bring a failing dissertation to passing standard, and that these amendments may be effected within two weeks of the EdD Board of Examiners' meeting, a suitably amended dissertation may be re-submitted within this period. Candidates must satisfy the examiners in all aspects of the prescribed assessment. In instances where a 'minor amendments' resubmission of a dissertation is deemed not to have reached the required standards, the submission will be treated as a first submission and a second attempt in the next assessment cycle will be allowed. When re-submissions are successfully completed, normally the maximum mark for that module will be the pass mark.

11.2 Research specialisms at the School of Education

We strongly advise students to select their dissertation topics from within the following specialist areas of research at the School of Education. Every effort will be made by the EdD Coordinator, the EdD Board of Studies and the Head of School to match the expertise of supervisors from School of Education staff to EdD students' proposed areas of interest.

Students will be notified in writing of supervision allocation.

11.2.1 Effective Education

Research within this Cluster is driven by a desire to ensure that educational programmes and interventions are as effective as possible in leading to real and demonstrable improvements in the lives of learners; whatever their age. To achieve this there is a commitment to ensuring that the design, delivery and evaluation of programmes and interventions are informed by the highest quality research evidence. The focus for this cluster is essentially methodological with expertise being built in the areas of: large-scale baseline surveys to provide evidence of need and the factors associated with that need; evaluation of programmes and interventions, particularly using randomised controlled trials; and reviews and meta-analyses of existing research evidence, including systematic reviews. The cluster is keen to expand the substantive focus of its work to develop expertise in applying these methodologies to a wide range of areas from early childhood through to adult and continuing education. The Cluster particularly welcomes members who may not have expertise in the particular methodologies listed above but who have expertise in a substantive area and would like to collaborate with others to apply such methodologies to their own area of work. More information on current projects running within the Cluster can be viewed at: www.qub.ac.uk/cee (contact Professor Paul Connolly).

11.2.2 Assessment and Learning

The areas of focus centre around the national and international work by cluster members that considers assessment, curriculum, teaching and learning as the cornerstones of work and life within educational settings. Key aims are to bring together different strands of research and scholarship in the areas of assessment, learning and pedagogy and to explore the links between these established areas of educational practice and thinking. We are interested in the complexities of classroom settings and schools as significant sites of learning for students and teachers (contact Professor Jannette Elwood).

11.2.3 Education in Divided Societies

Research activity within this cluster is concerned broadly with the role that education systems play in reproducing social, economic and political divisions within society as well as their potential for challenging these. These issues are explored across the whole lifespan of education from the early years through compulsory schooling to adult education and lifelong learning. Underpinning much of this work is a commitment to comparative research as well as the building of strategic partnerships between researchers, policy makers and practitioners.

Research activity within the cluster tends to be organised around two inter-related strands:

- **Social Cohesion and Education** - Research in this strand is concerned with the role that education can play in promoting social cohesion. Current interests in this area include: citizenship education in divided societies; the

role of integrated education; multicultural education; promoting inclusion and diversity in the early years.

- Equality and Social Justice in Education - Research in this strand is concerned with the potential for education to promote equality and social justice. Current interests in this area include: gender and assessment; special educational needs; mainstreaming equality in schools; and inequalities in educational attainment (contact Professor Joanne Hughes).

11.2.4 Children's Rights and Participation

This cluster operates as a focus for research which is intended to better understand and improve school children's lives. It places an emphasis on three distinct but interconnected strands of research activity:

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

The work of the cluster is integrated with the wider activities of the University's Research Forum for the Child (housed in the School of Education). This provides significant opportunities for conducting inter-disciplinary research on the issues which affect children at school (contact Professor Laura Lundy, LLB).

For more information on these research clusters and the research interests of individual members of staff please see Research on the School of Education website (www.qub.ac.uk/edu).

11.3 Protection of Children and Vulnerable Adults

There are changes to university policy that are designed to protect children and vulnerable adults during doctoral dissertation research. The University requires a Protection of Children and Vulnerable Adults (POCVA) check at **Enhanced Disclosure Level for those undertaking doctoral dissertation research with children and vulnerable adults**. These enhanced checks show your full criminal history including spent and unspent convictions, cautions and any other material considered by police to be relevant to your course. You are not permitted to begin any research with children or vulnerable adults until this check has been completed successfully. Furthermore, the process involves monitoring to check if any relevant information emerges subsequent to the report being issued.

When you submit your dissertation research proposal you will be asked to state whether your research will involve children and vulnerable adults. If it does you will be asked to complete an Access NI Enhanced Disclosure Application Form. You cannot be allocated a dissertation supervisor until this

check has been completed. To prevent delays in being allocated a supervisor, **if (and only if) you know for sure that your dissertation will involve research with children or vulnerable adults you may contact the Doctoral Studies Secretary to trigger the check when you have only one module of the taught element still to complete. There is a fee for this check.**

If you are an **international student** undertaking your dissertation data collection outside the UK and if your research involves children or vulnerable adults you will be asked to provide **evidence of good conduct** from your Embassy or police force or other official source.

Please note that if your dissertation research does not involve children or vulnerable adults you will not need an Access NI check, nor will International students need to provide evidence of good conduct.

11.4 EdD Dissertation Regulations

Candidates are required to submit a thesis, normally of 40,000 words in length (excluding appendices). The thesis should represent a contribution to knowledge, showing evidence of originality, critical insight and the capacity to carry out independent research. Candidates may not submit a dissertation for examination unless they have successfully completed all assignments for the taught units. Dissertations will be assessed by internal and external examiners and will normally involve a viva voce examination.

Information regarding the submission of theses, including submission forms, is available on the Student Records website:

<http://www.qub.ac.uk/directorates/sgc/srecords/Examinations/Postgraduate-Research/SubmittingyourThesis/>.

Please note that the School requires EdD participants to register the area of study for the dissertation when they first register for the dissertation.

Formal registration of the title of the EdD dissertation will normally be done at least six months before the intended date of submission for examination of the dissertation.

All registrations will be dealt with by the Doctoral Studies Secretary.

Students and their supervisors will complete an 'intention to submit' form which will detail the exact title of the thesis. This will then be approved by the School Postgraduate Research Committee. **Intention to submit forms must be completed by 1st Feb for a 1st May submission and 1st May for 15th September submission.**

11.5 Nature of the EdD Dissertation

The EdD dissertation differs from a PhD thesis only in length and scope but not in quality. It is important to note that, by convention, a dissertation consists of a piece of research submitted for a higher degree in addition to other assessed work, whereas a thesis is a piece of research which is the sole basis, together with a viva voce, of the award of a higher degree. However, an

EdD dissertation will be expected to elaborate a 'thesis' in the sense of a sustained argument, a point to which further reference will be made below.

As stated, EdD dissertations are expected to be the equivalent of 40,000 words excluding appendices containing eg. tables, transcripts, documentary material, whereas the guideline length for a PhD thesis is 80,000 words. Apart from the length, the difference would lie largely in the reduced scope of the dissertation owing to limitations in the available research time, about half that for a PhD. This will be reflected in such aspects as the design, sample size, amount of data collected and a more focused literature review.

The structure of an EdD dissertation will be similar to that of a PhD thesis in the following respects:

- **Problem identification:** the problem addressed will be such that, on seeing the title of the dissertation, or a publication arising from it, a potential reader should say to themselves: "that sounds interesting" and having read it will see the issue addressed in a new light.
- **Theoretical basis:** whatever the nature of the problem addressed it should be located in an appropriate theoretical context.
- **Literature review:** this may well be shorter and more highly focused than that of a PhD. Above all, it should be critical and cumulative, each of the referenced works being cited in a context and discussed in a way that makes a contribution to the overall argument.
- **Methodology:** the design of this will be appropriate to the problem addressed and hence, in scope, consistent with the time and resources available. The rationale for the design adopted will display a thorough understanding of the methodological assumptions entailed and the pros and cons of choices made.
- **Data:** the kind and amount of data collected will be determined by methodological and resource decisions. It is worth reiterating that the doctoral level of the work will be assessed not by the sheer quantity of data collected but by its appropriateness to the problem addressed, its sufficiency for generalizable conclusions to be drawn, and the quality of the discussion which it generates.
- **Product:** this term, in the context of these guidelines, means the contribution made by the dissertation to theory, methodology, practice or policy. The quality and validity of this contribution will, in large part, reflect the quality of the dissertation as a whole.

11.6 Examiners and the viva

Your thesis will need to satisfy an internal and external examiner who will be appointed by the University that it reaches the required doctoral standard. Your examiners will be experienced academics chosen because of their expertise in the area of your research. All EdD candidates will be required to sit a viva-voce to defend their thesis. This is an oral examination at which the

EdD candidate has an opportunity to defend their thesis in discussion with their examiners. Your supervisor(s) as well as working with you in the preparation of the thesis will also guide you in preparation for the viva.

11.6.1 Outcomes of the viva-voce and award of degree of Doctor of Education

There are four possible outcomes of the viva-voce for EdD candidates. These are listed below:

- that the degree for which the dissertation was submitted be awarded;
- that the degree for which the dissertation was submitted be awarded subject to minor adjustments being made to the dissertation, which can be completed within 3 months;
- that the degree for which the dissertation was submitted be awarded subject to major adjustments being made to the dissertation and a resubmission of the dissertation. A second oral examination may or may not be required;
- that the degree of MPhil be awarded in the event of the dissertation not reaching a satisfactory standard. The MPhil will be awarded for the successfully completed taught modules (a satisfactory performance profile is deemed to be the accumulation of at least 270 D-points in modules for which the candidate's assignments were deemed to be acceptable on first submission, i.e. not requiring re-submission).

Further information is available in the School of Education Dissertation Handbook.

12.0 Ethics Approval Requirements

Under the University's ethics approval requirements, any research carried out by students involving human subjects must receive approval. Please see <http://www.qub.ac.uk/schools/SchoolofEducation/Research/ResearchEthics/>.

12.1 Project Work for EdD Modules

In these cases ethics approval to proceed should be given by the lecturer responsible for supervision of the student, or by the staff responsible for teaching or coordination of the module.

While it is not necessary to receive approval from the School's Ethics Committee, where there is a particular concern, the Committee should be consulted by contacting the Research Office research.education@qub.ac.uk.

An ethics checklist should be considered for each project:

- Has worthy project goals;
- Is designed and executed according to personal or professional integrity;

- Has taken into account any potential harm which might arise for an individual participating in the project research;
- Is based on informed consent;
- Recognises the principle of voluntary participation;
- Respects the need for privacy and takes confidentiality of information into account.

12.2 EdD Dissertation

The School of Education Ethics Committee has developed a Proforma to be completed by all students undertaking such research. When completed, the form should be submitted to the School of Education Research Office for approval by the Committee. Applicants will be notified of the outcome *via their Queen's student email account*.

Students should carefully note the following:

- It is the responsibility of the **student** to address any ethical issues (even if there are none), complete the form, sign the form and acquire their supervisor's signature, and submit **two signed copies** to the School of Education Research Office.
- Students should note the cut-off dates for submission of completed forms to the Committee (**2010/11: 15th October; 3rd December; 25th February; and 27th May**). *Forms received after these dates will be held until the next submission deadline.*
- An Ethics information binder and School of Education Procedural Guidelines on Ethics are on reserve in the Resources Centre. All students should consult this material when planning and conducting their research.
- Students should be aware that some research requires Ethical Approval from outside agencies. Students are advised to discuss this procedure with their supervisor(s).
- **Please note that if your research has not received formal approval from the Ethics Committee it will not normally be possible for the School of Education to accept and process it for your award.**

Full information on the procedure, along with the ethics proforma, can be found at:

<http://www.qub.ac.uk/schools/SchoolofEducation/Research/ResearchEthics/>

13.0 Guide to referencing, citing and compiling bibliographies

You are asked to use the following conventions when you are referring to a publication in the text of your assignment, and when you are compiling your bibliography/list of references.

13.1 Books

(a) *Single author*

in your text: 'Bush (1986, p43) argues that ...'

in the list of references:

Bush, T. (1986) *Theories of Educational Management*, London, Harper and Row.

(b) *Two authors*

in your text: 'Bolman and Deal (1984, p27) found that...'

in your references:

Bolman, L.G. and Deal, T.E. (1984) *Modern Approaches to Understanding and Managing Organisations*, San Francisco, Jossey-Bass.

(c) *More than two authors*

in your text: 'Baldrige *et al.* (1978, p16) have stated that...'

in your references:

Baldrige, J.V., Curtis, D.V., Euchre, G. and Riley, G.L. (1978) *Policy-Making and Effective Leadership*, San Francisco, Jossey-Bass.

(d) *A single author's chapter in an edited collection*

in your text: 'Al-Khalifa (1989, p22) reported that ...'

in your references:

Al-Khalifa, E. (1989) Management by halves: women teachers and school management in de Lyon, H. and Widdowson-Migniuolo, F. (eds) *Women Teachers: Issues and Experience*, Milton Keynes, Open University Press, pp. 22-40.

(The conventions for joint and multiple authorship of chapters are as above.)

(e) *If a book has more than one edition, make clear in the references which edition you have used.*

in your text: 'Handy (1981, p81) states'

in your references:

Handy, C. (1981, 2nd edn) *Understanding Organisations*, Harmondsworth, Penguin Books.

13.2 Journals

Single author

in your text: 'Hoyle (1982, p27) states that....'

in your references:

Hoyle, E. (1982) Micropolitics of educational organisations, *Educational Management and Administration*, 10(2), pp87-98. (Note that you should provide the volume number, in this case 10, the issue number where available and page numbers.)

(The conventions for joint and multiple authorship of articles are as above.)

13.3 Government Publications

in your text: 'It was stated (DES, 1985, p43) that'

in your references:

Department of Education and Science (DES) (1985) *Better Schools*, London, HMSO.

13.4 The organisation of references

In your bibliography or list of references, all materials should be listed alphabetically by author. Where there are multiple references for an author, these should be listed in date order.

If two or more items have the same date, the items should be listed with a lower-case letter (a, b, c, etc. ...) after the date. This applies both in text - e.g. '(Southworth, 1985a)' or '(Southworth, 1985b)' - and in the references:

Southworth, G. (1985a) Primary heads reflection on training, *Education*, 165(25), pp. 560.

Southworth, G. (1985b) Perspectives on the primary curriculum, *Cambridge Journal of Education*, 15(1), pp 419.

What follows is a bibliography excerpt which may be referred to as an example of good practice on how to lay out a bibliography:

- Gallagher, A.M. (1988) *Transfer Pupils at 16*: Belfast, Northern Ireland Council for Educational Research.
- Gallagher, A.M. (1991) *Majority Minority Review 2: employment, unemployment and religion in Northern Ireland*: Coleraine, University of Ulster.
- Gallagher, T. (1992) Community relations in Northern Ireland, in: R. Jowell, L. Brook, G. Prior & B. Taylor (Eds) *British Social Attitudes: the 9th report*. Aldershot, Avebury.
- Heskin, K. (1980) *Northern Ireland: a Psychological Analysis*: Dublin, Gill & McMillan.
- Lee, S. (1990) *The Cost of Free Speech*: London, Faber.
- Magee, J. (1970) The teaching of Irish history in Irish schools, *The Northern Teacher*, 10(1), pp. 15-21.
- Malone, J. (1973) Schools and community relations, *The Northern Teacher*, 11(1), pp. 19-30.
- Murray, D. (1983) Rituals and symbols as contributors to the culture of Northern Ireland primary schools, *Irish Educational Studies*, 3(2), pp.238-255.
- Murray, D. (1985a) *Worlds Apart: Segregated Schools in Northern Ireland*: Belfast, Appletree Press.
- Murray, D. (1985b) Identity: a covert pedagogy in Northern Irish schools, *Irish Educational Studies*, 5(2), pp. 182-197.
- Murray, D. (1992) Science and funding in Northern Ireland grammar schools: a case study approach. Annex G, *Seventeenth Report of the Standing Advisory Commission on Human Rights*, House of Commons Paper 54 London, HMSO.

13.5 Using secondary sources in assignments

Students are encouraged to use and refer to **primary sources** where possible in their assignments. However should you wish or be required to refer to authors' works mentioned in other texts, these are secondary sources and must be properly acknowledged as such in your completed assignments. To satisfy this convention, you need to identify where your secondary source(s) can be located. It is possible to do this in a number of ways which are outlined below:

Example 1:

In your text

'Griffin (1993) (cited in Mac an Ghail, 1994, p148) examines the changing views in the literature on sexual abuse and harassment.....'

Your bibliography would then require the following reference:

Griffin, C., (1993) *Representations of Youth: the Study of Youth and Adolescence in Britain and America*, cited in Mac an

Ghail, M., (1994) *The Making of Men*: Buckingham and Philadelphia, Open University.

Example 2:

In your text

'Mac an Ghail (1994, p148) refers to Griffin's (1993) critique of the feminist literature on sexual abuse and harassment....'

In this instance the bibliography will contain the full reference to Mac an Ghail's text:

Mac an Ghail, M., (1994) *The Making of Men*: Buckingham and Philadelphia, Open University.

The overuse of secondary sources is actively discouraged.

13.6 References from the Internet

Appropriate academic conventions for the use of internet material are still evolving. Clearly there are increasing numbers of refereed on-line academic journals and the referencing for these will follow the usual pattern but include the Web address. Other sources should be discriminated for their academic credibility but when used the usual conventions should be followed as far as possible with the author and title and include the full http address e.g. <http://www.ed.gov/news/> (date) so that the site can be accessed. The date on which you obtained the material should also be included as often internet material changes rapidly and others looking up your reference may not see the material in the same format. Information on the referencing of other virtual sources will be distributed during the course as it becomes available.

13.7 Quotations

Try to avoid the over-inclusion of large chunks of directly quoted material in your written work. However whenever you do make a specified quotation, always include the page number(s) with the reference in your text e.g. (Stewart 1986, p.10-12).

14.0 Library and Computing Services

14.1 Libraries

For full details of library services including access to e-journals and e-books see:

<http://www.qub.ac.uk/directorates/InformationServices/TheLibrary/LibraryServices/>.

14.2 Resources Centre

The School of Education has its own **Resources Centre** which is located at 69 University Street. MEd dissertations are also held in this location. The School of Education Library Assistant will be available to help you with your queries. For opening times and further information please visit: <http://www.qub.ac.uk/schools/SchoolofEducation/Education/ResourcesCentre/>

14.3 Student Computing Services

Computing facilities are available for EdD student use in 69 University Street and 20 College Green.

The web link below provides information about computing services at Queen's, how to access Queen's computing facilities off-campus, how to improve your computing skills and other useful information:

<http://www.qub.ac.uk/directorates/InformationServices/StudentComputing/>

To access the Queen's online service you must have your username and password; these are provided when you receive your student card. As a student at the University you must use your Queen's email account. The School of Education and other University Services will communicate to you by e-mail using your Queen's email account only.

14.4 Use of resource material during taught sessions

In order to ensure full participant access to reading for a module, a number of key books and/or articles will be made available from the Resources Centre for consultation/photocopying during an EdD module. These will be available for overnight loan but must be returned the following day for use by all participants. This material will be returned at the end of the module to the Resources Centre by the module tutor and will be available for the normal extended loan periods. Participants must borrow through the normal procedures.

15.0 Student Support and Guidance Services

Adviser of Studies

The School of Education Adviser of Studies is Dr Pamela Cowan. She will be happy to meet with you to discuss matters beyond the concern of the personal tutor. Her contact details are p.cowan@qub.ac.uk (02890975931).

Conference Fund

There is a school fund for EdD students and MPhil/PhD students. Students should consult with their supervisors about their readiness for undertaking fieldwork/attending conferences. Applications, submitted to the School Manager, will be accepted throughout the year on an ongoing basis and a minimum period of two months should be allowed for applications to be considered. Applicants should therefore apply in good time to make travel arrangements. Individual awards will not exceed £500. For full details and an application form, please see:

<http://www.qub.ac.uk/schools/SchoolofEducation/ProspectiveStudents/PostgraduateResearch/EdD/FurtherInformation-EdD/>.

Social facilities within the School of Education

Lunch will be provided on the **first day** of each taught module in order that EdD participants have some informal opportunities to meet with one another and EdD tutors during their busy schedule. On the remaining two days of a module, there is a wide variety of sandwich bars, delicatessens, cafes and local hotels in the vicinity of Botanic Avenue and University Road where

lunches may be purchased. There is also a Student Coffee Room in the Resources Centre.

University Support and Guidance Services

The School works closely with both the Student Guidance Centre and the Students' Union to provide a full set of support services during your time at Queen's.

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

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

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

Accommodation

The University has a range of accommodations for students based mainly at the Elms Village which is a 15 minute walk from the main campus. If you would like to be considered for a place in University accommodation, need assistance in searching for private accommodation or if you are a resident and have any queries please contact:

Accommodation Office Elms Village
78 Malone Road
Tel: 028 9097 4403
Email: accommodation@qub.ac.uk
www.qub.ac.uk/directorates/StudentAccommodationServices/

If you are living in the private sector and need advice on tenancy issues or any other matter related to your accommodation contact:

Brian Slevin
Education & Welfare Adviser
Student Advice Centre
2nd Floor, Students' Union
University Road
Tel: 028 9097 1135 / 028 9097 3106
b.slevin@qub.ac.uk
qubsu.org/advice.asp

Careers and Employability

The Careers Service has a range of facilities including a drop in services, appointments, workshops, careers fairs and other events to help students map their career path. It is never too early to visit the Careers Service and talk about how you can use your time at Queen's to enhance your employability.

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

Chaplaincy

The University Chaplaincy is available to support students regardless of their own personal convictions.

There are four Chaplaincy Centres, all located adjacent to one another in Elmwood Avenue, opposite the Students' Union and close to the main University buildings. Each has a full-time Chaplain and other staff.

These Centres are:

The Presbyterian Community Centre, 12 Elmwood Avenue
The Church of Ireland Centre, 22 Elmwood Avenue
The Methodist Chaplaincy, 26 Elmwood Avenue
The Catholic Chaplaincy, 28 Elmwood Avenue

Counselling

Whilst we hope your time at Queen's is trouble-free, there may be times when you find things difficult for a range of reasons. If that is the case then please speak to the Counselling Service. Staff are friendly, approachable and experienced in dealing with issues that University students have to cope with. Don't leave things until the problem escalates; speak to them at the earliest opportunity. Counselling is free and confidential to any student of the University.

Student Guidance Centre
University Terrace
Belfast BT7 1NN
Tel: 028 9097 2774
Out of hours / Emergency : 0800 389 5362
Email: counsellor@qub.ac.uk
www.qub.ac.uk/directorates/sgc/counselling

Disability

The Disability Service assists students with disabilities in arranging study related support. This includes specific learning difficulties such as dyslexia. If you have a disability or have become disabled since studying at Queen's staff are happy to help you get the support that you need.

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

Finance

The Student Income and Finance Office deals with all the administration in relation to fee payments for your course. If you have any concerns about your fee assessment speak to staff in the office who have experience in advising students on these matters. They also administrate a range of bursaries and hardship funds to help students in financial difficulty and which do not need to be repaid.

Student Guidance Centre

University Terrace
Belfast BT7 1NN
Tel: 028 9097 2767
Email: IncomeOffice@qub.ac.uk
www.qub.ac.uk/directorates/sgc/finance

The Students' Union Advice Centre also has two members of staff who provide advice and guidance on personal finance, debt management, income maximisation and applying for bursaries.

Connie Craig
Advice Centre Manager (Financial Adviser)
Student Advice Centre
2nd Floor, Students' Union
University Road
Tel: 028 9027 1049 / 028 9027 3106
Email: connie.craig@qub.ac.uk
www.qubsu.org/advice.asp

Debbie Forsey
Debt Adviser
Student Advice Centre
2nd Floor, Students' Union
University Road
Tel: 028 9097 1166 / 028 9027 3106
Email: d.forsey@qub.ac.uk
www.qubsu.org/advice.asp

Health Centre

The University Health Centre at Queen's is a General Practice that provides student focused health services and University funded services for non-NHS services for Queen's students. We strongly recommend you register with us even if you come from Northern Ireland. This is so we can provide you with care should you become unwell at University. International Students in the UK for 6 months or more on a student visa are entitled to free NHS care and can also register with the practice.

University Health Centre
5 Lennoxvale
Belfast BT9 5BY
028 9097 5551

Out of hours: 028 9079 6220

www.universityhealthcentreatqueens.co.uk

Learning Development Service

The Learning Development Service is available to help you with any study related support you need. You can have a one-to-one appointment or attend a range of workshops such as Time Management, Essay Writing, Exam Techniques and Preparing for Exams. You can find out more on their website www.qub.ac.uk/directorates/sgc/learning by calling into the Student Guidance Centre to make an appointment.

Student Guidance Centre

University Terrace
Belfast BT7 1NN
028 9097 2727

sgc@qub.ac.uk

www.qub.ac.uk/directorates/sgc/learning

Personal Development Planning

Personal Development Planning is a tool to help you plan your own development, take control of your learning needs and reflect on what you need to do to improve your academic experience. Our research suggests that students who use the PDP toolkit are better equipped to study than those who do not. Have a look at the material on the Careers Service Website or talk to your Personal Tutor.

You will also be able to engage with Degree Plus - a programme that allows you to use a range of extra curricular activities, such as volunteering or engagement with clubs and societies, to build your skills portfolio as you learn.

<http://www.qub.ac.uk/directorates/Careers/StudentsGraduates/PersonalDevelopmentPlanningPDP/>

<http://www.qub.ac.uk/directorates/degreeplus>.

Non-specialist language training

Language classes in a variety of languages and at a variety of levels are available. Go to the Language Centre (top floor of Peter Froggatt Building) to enrol.

Study Support

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

Queen's Sport (Physical Education Centre)

The PEC is a unique facility for students at Queen's. It's newly renovated facilities offer a state-of-the-art gym, a range of indoor facilities for team sports, a climbing wall, exercise studios, a comprehensive class timetable, an outdoor training area and much more. The PEC is located in Botanic Park, a five-minute walk from the main Queen's campus. All fully enrolled Queen's students are automatic members of the PEC and are entitled to subsidised, All Inclusive memberships. Some students may also qualify for a bursary for heavily subsidised membership – please contact the Income and Finance Office.

Queen's Sport

Botanic Park,
Belfast BT9 5EX

Bookings and General Enquiries: Tel: 028 9068 1126

Membership enquiries: Tel: 028 9038 7670/028 9038 7684

Email: sport@qub.ac.uk

www.qub.ac.uk/sport/

Student Guidance Centre

Student Guidance Centre is a co location of a number of support services for students including Student Administration (Exams, Records and Graduation), Admissions and Access Services, the Widening Participation Unit, Disability Services, Counseling Services and Student Affairs. The Centre has a reception desk with trained Information Assistants who will be your first point of contact and will happily help you or refer you to someone who can help with your query.

Student Guidance Centre

University Terrace
Belfast BT7 1NN

028 9097 2727

sgc@qub.ac.uk

www.qub.ac.uk/directorates/sgc/

Students' Union

The Students Union offers a range of membership services including entertainment venues, food and other retail outlets, non-alcoholic study space in the Beech Room, a student enterprise centre, a Welfare Advice Service, clubs and societies, student volunteering, campaigns and representative work and much more. There is something for every student in the Students' Union. The Sabbatical Officers, elected from the student body for a year to run the Union, as well as the full-time members of staff, work with the student body to ensure the improvement of facilities and support services for students of Queen's.