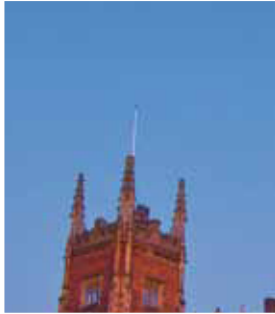
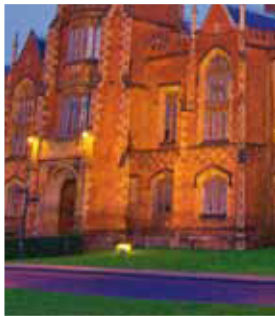


FULL-TIME  
AND PART-TIME  
POSTGRADUATE  
PROGRAMMES  
IN EDUCATION,  
COUNSELLING  
AND  
WORK-BASED  
LEARNING



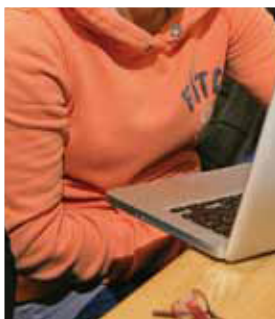
School of Education



Prospectus 2012



WE ARE QUEEN'S UNIVERSITY BELFAST  
*We are exceptional*



Queen's University Belfast has made all reasonable efforts to ensure that this prospectus is accurate and up-to-date when compiled, but can accept no responsibility for any errors or omissions. The University reserves the right to revise, alter or discontinue courses of study and the details to amend the Statutes and Regulations at any time without notice. It may prove necessary to vary the content or availability of some courses before or after students have been admitted. Entry to courses may be restricted by number or quality of entrants.



WE ARE ONE OF  
THE LEADING  
UNIVERSITIES IN  
THE UK WITH  
FIRST-CLASS  
FACILITIES

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QUEEN'S COMBINES HERITAGE WITH INNOVATION,  
AND OUTSTANDING ACADEMIC CREDENTIALS WITH  
A WELCOMING CULTURE THAT ATTRACTS THE FINEST  
SCHOLARS FROM AROUND THE GLOBE.

## Education at Queen's

The School of Education at Queen's University Belfast has built a global reputation for providing challenging and rewarding programmes for teachers and education-related professionals. Our programmes, delivered by highly experienced academics at the cutting edge of their subject areas, are designed to provide career enhancement, intellectual challenge and personal development to students at all stages in their careers.

### **Why choose Queen's University?**

If you choose to study at Queen's, you will be studying at an institution that is a member of the prestigious Russell Group, which is an association of the 24 leading research-intensive universities in the United Kingdom. Queen's is a research-driven university, with a commitment to applying research to practice and offering an exceptional academic and student experience.

An exceptional university requires exceptional facilities and, from the

magnificent McClay Library to the Physical Education Centre, Queen's offers the opportunity to study at one of the best equipped campuses in the world. Queen's is rooted at the heart of Northern Ireland but our impact on society is truly global. We attract students from more than 80 countries, and work with many prestigious international partners, including leading institutions in the United States, Malaysia, India and China, to address global research challenges. Queen's combines heritage with innovation, and outstanding academic credentials with a welcoming culture that attracts the finest scholars from around the globe.

Providing an excellent postgraduate student experience is a key objective of the University. We have established a new International and Postgraduate Student Centre as a focus for our vibrant postgraduate student community and the hub for provision of comprehensive support services, skills training and career development.



THE SCHOOL  
IS CONNECTED  
TO LEADING  
INSTITUTIONS  
AROUND THE  
WORLD

## Research Programmes

### Educational Research at Queen's

The School of Education at Queen's provides a rich and vibrant context for educational research. It is one of the leading centres for educational research in the UK and Ireland with over half of its research outputs being independently rated as either 'internationally excellent' or 'world-leading'. Research within the School is organised within two broad themes:

- Pedagogy, Learning and Curriculum
- Human Rights, Equality and Social Cohesion in Education

Within these two themes, the School is home to four internationally-recognised research centres:

- Centre for Children's Rights
- Centre for Effective Education
- Centre for Shared Education
- Queen's University Autism Research and Treatment (QUART) Centre

The wider influence of research at the

School of Education is also evident in the extensive involvement of staff and students in key national and international research networks, the continuing ability of the School to attract major international conferences and the fact that it is also editorial home to three major international journals: *British Educational Research Journal*; *Education, Citizenship and Social Justice*; and *Effective Education*.

Our newly established Doctoral Research Centre has a lively community of over 160 full-time and part-time PhD and EdD research students. The Centre coordinates training and support for our research students and organises a series of research seminars throughout the year. The research student body is very active and organises its own regular postgraduate conferences. In addition, research students are encouraged to play a full and active role in relation to the wide range of research activities undertaken within the School.

# Doctor of Philosophy in Education

(MPhil/PhD)

The PhD is often a useful preparation for a career within academia or consultancy. Full-time students are often attracted to the programme because they offer an opportunity to pursue in some depth an area of academic interest. A part-time PhD programme is an exciting option for professionals already working in the education field who are seeking to extend their knowledge on an issue of professional interest. Often part-time candidates choose to research an area that is related to their professional responsibilities.

The MPhil will normally take two years full time and three years part time to complete. The full time PhD will normally take up to three years and part time will take four to six years to complete. Over the course of study students attend postgraduate skills training organised by the Postgraduate Centre, carry out a piece of independent research and complete a thesis of 80,000 words. The thesis is awarded after a successful oral examination with an internal and external examiner.

## Entry Requirements

Admission to a research degree (MPhil/PhD) within the School of Education normally requires a relevant first degree (1st class or 2.1 standard) or a first degree (2.2 standard) and a relevant Master's degree, or equivalent for international degrees. Applicants should have a

commitment to and demonstrated some ability in research. Often your previous experience and performance, such as in an undergraduate or a Master's research project, will show whether research is right for you and you are right for research. Overseas applicants also need to satisfy the English Language requirement (IELTS 6.5 with a minimum of 5.5 in all four elements of the test or equivalent qualification acceptable to the university).

If you are interested in research, please check our website where you will be able to see the particular research topics that are available in the School and the research specialisms of our staff.

The School of Education normally offers a number of studentships throughout the year; please visit [www.qub.ac.uk/phd](http://www.qub.ac.uk/phd) for the latest information.

## Fees

Tuition fees vary from year to year, normally increasing with inflation. Please visit the Income and Student Finance website (<http://www.qub.ac.uk/directorates/sgc/finance/>) for further information. International students should contact the Finance Department on +44 (0)28 9097 2767 to ascertain the cost of a particular course.

## How to apply

Applications should be made using the Direct Applications Portal ([go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)) using the 'Create Research Application' option. MPhil/PhD applications must be accompanied by a research proposal (of not more than

2500 words, excluding bibliography) and two (preferably academic) references. The research proposal should be drafted according to our guidelines on proposal writing (available on our website).

## Professional Doctorates

Our Professional Doctorates in Education (EdD and EdD TESOL) have proved to be both successful and convenient for senior professionals in education, English language teaching and related fields. The EdD is a combination of both taught and research elements; we offer a wide range of taught modules in the areas of research methods, education policy, education management, professional development and special/additional needs education. Dissertations are supported within the two research clusters and associated research centres including children's rights; shared education; behavioural analysis and autism spectrum disorders; and effective education.

On successful completion of a Professional Doctorate students will have made an original and independent contribution to educational knowledge in the field determined by the topic of their research dissertation study. They will, through this dissertation, demonstrate a critical evaluation of the relevant literature, a high level of competence in appropriate research methods, and the ability to communicate their results and their implications.

### Entry Requirements

- A primary degree (or equivalent) and an appropriate higher-level qualification
- At least five years full-time professional experience at a senior level in a field of work related to Education.

Evidence of the qualifications (including performance profiles) and experience will be required at the time of application

Applicants may be considered for credit transfer of a Master's degree (or equivalent) that has been completed within the last 10 years (for a maximum of two modules). You must apply for consideration for remission under this scheme at the time of programme application and may be liable for a fee. Please email [education@qub.ac.uk](mailto:education@qub.ac.uk) or visit [www.qub.ac.uk/edu](http://www.qub.ac.uk/edu) for more information

### English Language Requirements

Applicants who are non-EEA nationals must satisfy the UK Border Agency (UKBA) immigration requirements for English language for visa purposes, normally by providing evidence of one of the following:

- IELTS\* score of 6.5, with a minimum of 5.5 in any component, or
- TOEFL\* score of 90 (Internet-based test) with minimum scores of 17 for Listening, 18 for Reading, 20 for Speaking and 17 for Writing

Students who have completed a university degree through the medium of English customarily in a country such as the UK, Ireland, US, Canada, etc. will not need to take and pass the IELTS/TOEFL. (\* Taken within the last 2 years.)

### Fees

Tuition fees vary from year to year, normally increasing with inflation. Please visit the Income and Student Finance website (<http://www.qub.ac.uk/directorates/sgc/finance/>) for further information. International students should contact the Finance Department on +44 (0)28 9097 2767 to ascertain the cost of a particular course.

### How to apply

Applications should be made using the Direct Applications Portal ([go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)). The EdD and EdD TESOL are listed under the 'Education' subject area.

## Doctor of Education (EdD)

## Doctor of Education in TESOL (EdD TESOL)

The EdD may be taken 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. The aim is to allow flexibility for busy professionals, enabling students to complete the degree with minimal disruption to their professional and personal life.

The EdD comprises nine taught Doctoral modules (of which four must be research modules) and a research dissertation. There are three stages to each EdD taught module which covers a four month period. The first stage is pre-

reading. The second stage is attendance for the intensive teaching, normally over a consecutive period of two and a half days. The third stage involves the completion and submission of an assignment, normally within fifteen weeks of the last date of the taught module.

### Assessment

There are no written examinations as each module is assessed through an assignment. The research dissertation has the same level of challenge and high standards as a PhD but is approximately 40,000 words. Each module is assessed by one 5,000 word assignment. The dissertation is assessed by an oral examination (a viva-voce).

**Research Modules** – students on the EdD/EdD TESOL must complete **four** research modules.

- Educational Research (compulsory)
- Quantitative Research (compulsory)
- Qualitative Research (compulsory)
- Narrative and Arts-based Research Approaches
- Experimental Methods in Educational Research
- Philosophical and Ethical Issues in Educational Research
- Researching Children and Young People in Educational Settings
- Survey Methods in Education
- The Professional as Researcher



**Optional Modules** – EdD students must complete **five** optional modules; EdD TESOL students must complete **two** optional modules.

- Assessment and Testing: Concepts and Issues
- Education and the Law
- Education and Social Disadvantage
- Education in Divided Societies: contribution to social cohesion
- Educational Special Needs
- Leadership
- Management of Change
- The International Human Right to Education: Concepts and Issues
- Theories of Learning

**TESOL Modules** – EdD TESOL students must also complete the **three** compulsory TESOL modules and a dissertation in the area of TESOL.

- An Introduction to Doctoral Level Study in TESOL
- TESOL: Issues in Language Learning
- TESOL: Discourse and Pedagogy

Full details of the EdD and EdD TESOL modules, including indicative reading, can be found in the EdD Outline Syllabus available online at [go.qub.ac.uk/edd](http://go.qub.ac.uk/edd)

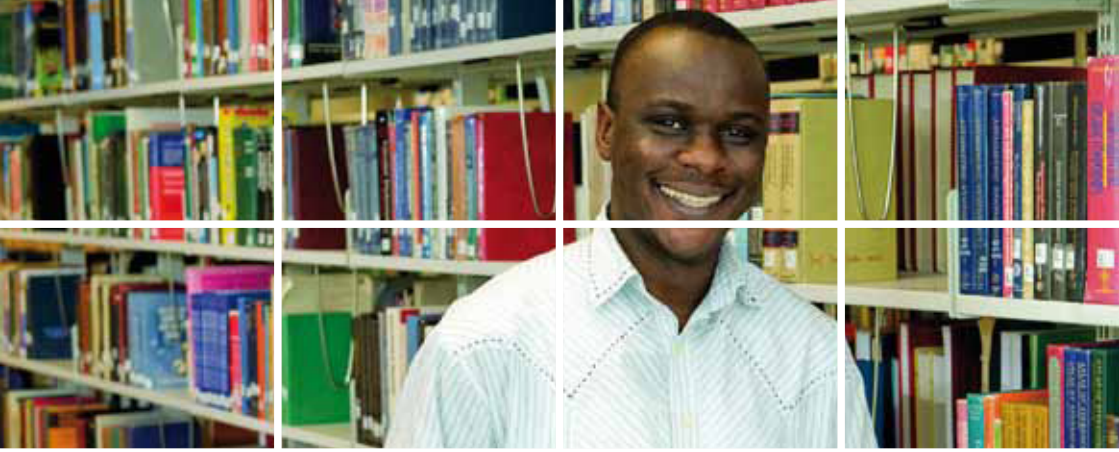


“QUEEN’S IS A MEMBER OF THE RUSSELL GROUP AND HAS A WORLD-CLASS REPUTATION IN ACADEMIC RESEARCH

INCLUDING ENGLISH EDUCATION... ONE ADVANTAGE OF THE EDD TESOL IS THAT THE TAUGHT ELEMENT CAN BE

COMPLETED IN LESS THAN ONE AND A HALF YEARS.”

**CHIU-KUEI  
CHANG CHIEN** (EDD  
TESOL GRADUATE)



## POSTGRADUATE TAUGHT PROGRAMMES

PROFESSIONALLY RELEVANT

FLEXIBLE DELIVERY AND DURATION

STUDY FULL-TIME OR PART-TIME





WE ENCOURAGE YOU TO APPLY AS EARLY AS POSSIBLE USING OUR ONLINE APPLICATION PORTAL

# Modular Master's Programme

**Full-time 12 months**

**Part-time up to five years**

Our modular Master's degrees provide a challenging environment of critical reflection and high quality professional development in a number of areas:

- Autism Spectrum Disorders  
MSc/DASE/AdvCert
- Educational Studies  
MEd/DASE/AdvCert
- Educational Leadership  
MSc/DASE/AdvCert
- Inclusion and Special Needs Education  
MEd/DASE/AdvCert
- Teaching English to Speakers of Other Languages (TESOL)  
MSc/DASE/AdvCert

These programmes aim to provide teachers or education-related professionals with the opportunity to:

- Engage in informed debate about major issues in education and related professions;

- Reflect in depth on the relationship between theory and practice in a professional context;
- Develop professional competences within chosen specialist areas;
- Keep abreast of research and developments in education and educational policy, practice and theory;
- Reflect on personal and professional development.

**Professional Development with Flexible Study Options**

Our modular Master's programme is based on a comprehensive menu of taught modules. Because we understand the many demands on our students' time, most of the teaching takes place in the evening, at the weekend or online; full-time or part-time study is available.

The study options within the modular Master's programme provide a cost-effective way to accommodate your personal and work commitments.

## Postgraduate Taught Programmes

Maybe you are nervous of returning to study after a break or perhaps you feel daunted by the prospect of studying for a full Master's degree over four or five years? You can choose to study just one module instead and earn a Certificate of Attendance.

You may also exit from any of our modular Master's programmes with an Advanced Certificate (typically 1 year) by successfully completing **two** taught modules (60 M points); completing **four** taught modules (120 M points) means you could exit with a Diploma of Advanced Study in Education (typically two years). This might be of particular interest if you want to increase your knowledge and skills in a particular specialism, e.g. Autism Spectrum Disorders or Special Needs Education, in a shorter time.

If you're interested in studying one or two modules please contact the Education Secretary (tel: 028 9097 5923, [education@qub.ac.uk](mailto:education@qub.ac.uk)) for advice.

### Assessment

All modules are assessed by coursework.

### Entry requirements

Applicants should normally hold either:

- A second class Honours degree or higher (or equivalent qualification) or
- A degree (or equivalent qualification) with at least five years' professional experience in an education, training or professionally relevant context.

In line with University Regulations, there is a language requirement for applicants whose first language is not English (IELTS 6.5 or approved equivalent). For IELTS a minimum score of 5.5 is required in all four elements of the test).

Please note there are **specific entry requirements** for certain programmes. These are listed on individual degree programme pages or can be found on our website ([www.qub.ac.uk/edu](http://www.qub.ac.uk/edu)).

### Credit Transfer

If you have prior learning or experience at an appropriate level, you may apply on entry for exemption from some of the credit requirements of some of our postgraduate programmes. You must apply for consideration for remission under this scheme at the time of programme application and may be liable for a fee. Please email [education@qub.ac.uk](mailto:education@qub.ac.uk) or visit [www.qub.ac.uk/edu](http://www.qub.ac.uk/edu) for more information.

### Fees

Tuition fees vary from year to year, normally increasing with inflation. Please visit the Income and Student Finance website (<http://www.qub.ac.uk/directorates/sgc/finance/>) for further information. International students should contact the Finance Department on +44 (0)28 9097 2767 to ascertain the cost of a particular degree programme.

### How to apply

Applications should be made using the Direct Applications Portal ([go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)). Master's programmes are listed under the 'Education' subject area.

## Autism Spectrum Disorders (MSc/DASE/AdvCert)

Autism Spectrum Disorders (ASD) are complex developmental disorders that affect social interaction, language and communication, and imagination and play. The MSc in ASD, which was developed in consultation with the education, health and social care, voluntary sectors and individuals affected by ASD, is designed to facilitate the professional development of teachers and other related professionals who work, or wish to work, in this area.

It is estimated that 1:100 individuals and families are affected by ASD. Increase in awareness of ASD has resulted in the need for training in diagnosis, early intervention, educational provision and support services. While on the programme, students explore the theories and practice underpinning ASD and have the opportunity to engage in associated experiential work. We provide a range of specialised practical skills for teaching and supporting pupils and students in a variety of settings and the teamwork skills needed to support and

advise colleagues. Students develop the knowledge and understanding of the special needs of individuals with ASD.

Students taking the MSc award are required to complete either:

- **three** core modules, a research methods module and a dissertation, or
- **four** core modules (or three core modules and one other module from the modular Master's programme), a research methods module (audited) and a dissertation.

The core modules in the MSc ASD are:

- Understanding ASD (Semester 1)
- Behaviour Analysis in Practice (Semester 1, face-to-face or online)
- ASD: Models & Methods of Intervention (Semester 2)
- Behaviour Analysis in Theory (Semester 2, online)

### Specific Entrance Requirements

Applicants with one year's relevant professional experience and access to a relevant working environment will be given preference.

Students may exit with an *Advanced Certificate* by successfully completing **two** taught modules; completing **four** taught modules means a student could exit with a *Diploma of Advanced Study in Education*.

"I HAVE LEARNT A GREAT DEAL ABOUT THE BEST WAYS IN WHICH TO HELP AUTISTIC CHILDREN TO LEARN, AND HOW TO HELP THEM

AND THEIR FAMILIES OVERCOME SOME OF THE MANY CHALLENGES THEY FACE."

CERI, MSc ASD STUDENT AND THERAPIST IN HOME BASED EARLY INTERVENTION PROGRAMMES FOR CHILDREN DIAGNOSED WITH AUTISM.

## Educational Leadership (MSc/DASE/AdvCert)

In the current climate of major structural and political pressure on improving educational performance and opportunities, there is an increased focus upon the quality of leadership within educational institutions, and the development of managerial competence among staff at all levels. This new programme is aimed at educational professionals who want to pursue a professional development programme in order to build their organisation's capacity and to develop their own career prospects.

The programme is designed to help enhance the skills of those already in positions of leadership as well as develop

the skills of those who do not currently hold formal leadership positions but provide leadership to their organisation in other ways. Through analysis of research, evaluation of practice and policy, and discussions with other educational professionals, students will have many opportunities to develop their abilities to make a powerful impact on their workplace and the wider educational system.

Students are required to complete **four** core modules and a dissertation. The core modules in the MSc Educational Leadership are:

- Collaborative School Leadership
- Effective Collaboration for School Improvement
- Leadership: Theory and Practice
- Leadership for Change
- Middle Management Issues
- Research Methods in Education (compulsory for those wishing to complete the MSc)

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

Students may exit with an *Advanced Certificate* by successfully completing **two** taught modules; completing **four** taught modules means a student could exit with a *Diploma of Advanced Study in Education*.

## Educational Studies (MEd/DASE/AdvCert)

This programme is designed for educational professionals who wish to extend and renew their study of education on a wide front. It offers an opportunity to further their knowledge of a variety of topics in which they have a special interest and to broaden their expertise by selecting topics which they may not have previously studied in depth. Educational Studies is the only non-specialised degree within the modular MEd/MSc programme.

Its aim is to offer a wide choice of modules, some of which are stage or subject-specific and others which examine more general topics and issues in education. This programme provides an opportunity for reflection on both the practical and theoretical aspects of education and is open to teachers in primary, secondary and third level institutions as well as to professionals in other fields of education.

Students are required to complete **four** modules and a dissertation. The modules in the MEd Educational Studies are as follows, however students may also choose other modules from our modular MEd/MSc programme:

- Assessment Issues in Teaching and Learning
- Curriculum Theory, Practice and Evaluation
- Learning Theory and Practice

- Theory and Practice of Teaching Thinking
- Trauma in the Lives of Children
- Reflective Practice Action Research
- Research Methods in Education (compulsory for those wishing to complete the MEd)

Students may exit with an *Advanced Certificate* by successfully completing **two** taught modules; completing **four** taught modules means a student could exit with a *Diploma of Advanced Study in Education*.

## Inclusion and Special Needs Education (MEd/DASE/AdvCert)

Special needs education arises in the context of the compulsory schooling of all children. In schools, the expression 'special educational needs', is intended to relate to how best to deal with expressions of diversity associated with learning and disability, where learning is understood in its widest sense to cover social and emotional as well as cognitive issues. Arguably, meeting special educational needs in the context of ordinary schools and classrooms is one of the most important challenges facing education today. As contemporary societies become more heterogeneous, educational systems are being challenged to address some fundamental questions about teaching/learning related to

the accommodation of difference. As inclusive education reforms gain currency across the developing world, the educational special needs task is being radically re-conceptualised.

This programme aims to improve educational practice for children and young people.

Students are required to complete **four** core modules and a dissertation. The core modules in the MEd Inclusion and Special Needs Education are:

- Contemporary Policy, Issues and Debate
- Dyslexia and Literacy Difficulties
- Research Methods in Education (compulsory for those wishing to complete the MEd)
- Young People in At-Risk Circumstances

Students may exit with an *Advanced Certificate* by successfully completing **two** taught modules; completing **four** taught modules means a student could exit with a *Diploma of Advanced Study in Education*.

### Specific Entrance Requirements

Applicants should also have a teaching qualification or, if not a teaching qualification, a minimum of one year of experience in a formal role within the school or classroom setting and access to a school and classroom working environment.

## Teaching English to Speakers of Other Languages (TESOL) (MSc/DASE/AdvCert)

This is a professionally-oriented programme aimed at graduates 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. Graduates of the MSc TESOL have found it very beneficial in gaining employment. It is intended for both native and non-native speakers; we have a minimum entry point of IELTS level 6.5 or equivalent for international students.

The programme will enable participants to gain the knowledge and skills necessary for devising and teaching effective English Language courses, and the research and analytical skills necessary for keeping abreast of rapid developments in the field. One of the key features of the MSc TESOL is the emphasis on learning through interaction; much of the programme is organised around class-based data as a means of fostering awareness of classroom issues.

For the MSc TESOL, students are required to complete **four** core modules, a research methods module (audited) and a dissertation.

The core modules in the MSc TESOL are:

- ELT and its Contexts
- Language Awareness for TESOL



- Language Learning for TESOL
- TESOL principles and practice

Students may exit with an *Advanced Certificate* by successfully completing **two** taught modules; completing **four** taught modules means a student could exit with a *Diploma of Advanced Study in Education*.

### Specific Entrance Requirements

Applicants need to have evidence of relevant TESOL experience (minimum of 30 hours).



"I DECIDED TO STUDY AT THE SCHOOL OF EDUCATION AT QUEEN'S BECAUSE OF ITS ESTABLISHED REPUTATION FOR PROVIDING



PROFESSIONALLY ORIENTED POSTGRADUATE COURSES IN NORTHERN IRELAND. THE COURSE WAS WELL ORGANISED

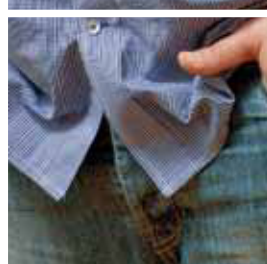


AND THE TUTORS INCREDIBLY SUPPORTIVE. BEING A POSTGRADUATE STUDENT AT QUEEN'S WAS THE MOST REWARDING AND INSPIRING



EXPERIENCE OF MY LIFE."

**ANASTASIOS**, MSc  
TEACHING ENGLISH  
TO SPEAKERS OF  
OTHER LANGUAGES





# POSTGRADUATE TAUGHT PROGRAMMES

COUNSELLING

WORK-BASED LEARNING (MEDIATION STUDIES)

WORK-BASED LEARNING  
(OCCUPATIONAL SAFETY AND HEALTH)





WE PROVIDE  
RELEVANT  
AND UP-TO-DATE  
PROGRAMMES  
FOR EDUCATION  
AND RELATED  
PROFESSIONALS

# Counselling Practice (MA/PG Diploma/PG Certificate)

## Part-time 1-3 years

This programme is designed for teachers, counsellors or social/health care professionals in practice, in a wide range of settings. The programme will offer students the opportunity to reflect upon their own work in the context of contemporary writing and research in the field of Counselling.

Students will gain a deeper understanding of the major theoretical approaches, evaluate the appropriateness of a range of interventions for different client issues, and investigate aspects of the therapeutic alliance. The resulting in-depth learning of the core values of the Person-Centred Approach and the core competencies of Counsellor Education, can then be successfully applied in professional practice, on placement and after graduation.

Students are required to complete **four** core modules and a dissertation. The core modules in the MA Counselling Practice are:

Year 1/PG Cert:

- Theory and Practice of Counselling 2
- Counselling Skills and Case Presentation 2
- Personal and Professional Development 2

Year 2/PG Diploma:

- Theory and Practice of Counselling 3
- Counselling Skills and Case Presentation 3
- Personal and Professional Development 3

MA:

- Research Methods in Education (audited)

### **Progress between years is dependent upon individual and group interviews as well as successful completion of taught modules.**

Students may exit with a *Postgraduate Certificate in Counselling Theory* by successfully completing **two** taught modules (Year 1); completing **four** taught modules (Years 1 and 2) means a student could exit with a *Postgraduate Diploma in Counselling Practice*.

### **Assessment**

Assessment will be undertaken through a combination of practical coursework, essays and presentations.

### **Entrance Requirements**

Applicants should normally have a second class Honours degree or higher (or equivalent qualification), or a degree (or equivalent qualification) with at least five years professional experience in an education, training or professionally relevant context.

Applicants to this programme should also:

- have successfully completed a Certificate in Counselling. This certificate must have a maximum of 100 hours of contact time.
- have access to a relevant working environment

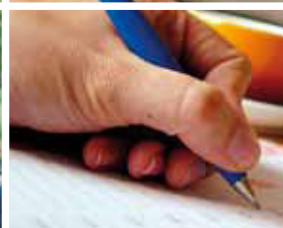
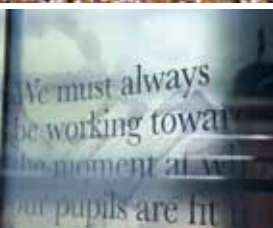
In line with University Regulations, there is a language requirement for applicants whose first language is not English (IELTS 6.5 or approved equivalent). For IELTS a minimum score of 5.5 is required in all four elements of the test).

### **Fees**

Tuition fees vary from year to year, normally increasing with inflation. Please visit the Income and Student Finance website (<http://www.qub.ac.uk/directorates/sgc/finance/>) for further information. International students should contact the Finance Department on +44 (0)28 9097 2767 to ascertain the cost of a particular degree programme.

### **How to apply**

Applications should be made using the Direct Applications Portal ([go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)). Master's programmes are listed under the 'Education' subject area.



FLEXIBLE DELIVERY MAKES THE MOST OF YOUR TIME AWAY FROM THE WORKPLACE

## Work-Based Learning (Mediation Studies) (MSSc/PG Diploma)

### Part-time 2-3 years

This programme, developed and taught by experienced practitioners from Mediation Northern Ireland working with work-based learning specialists from Queen's, is designed to maximise the sharing of practical experience combined with academic learning, especially in the Northern Ireland context. The programme is open to experienced Mediators wishing to develop their critical reflective practice and to enhance individual, organisational and institutional capacity in the area of mediation, community cohesion and peace building.

The compulsory taught modules are normally completed in Belfast, in two blocks of two and a half days per module, (usually Thursday – Saturday lunchtime). Normally, students complete two modules in each academic year.

The programme aims to:

- Inform students of the theoretical approaches in mediation and current mediation issues

- Review the use of mediation as a peace-building tool in Northern Ireland
- Enable students to engage with and address the application of mediation approaches within both local and international contexts

Students are required to complete **four** core modules and a dissertation. The core modules for the MSSc Work-Based Learning (Mediation Studies) are:

- Historical Overview of Mediation
- International Dimensions of Mediation
- Models of Mediative Intervention for Systemic Change
- Work-Based Research Methods

Students may exit with a *Postgraduate Diploma in Work-Based Learning (Mediation Studies)* by successfully completing **four** taught modules

### Assessment

All modules are assessed through a combination of projects, assignments, presentations, workplace audits and essays.

### Entrance Requirements

Applicants should normally have a second class Honours degree (or higher) and have three years' relevant experience in the field of Mediation. Applications will also be considered from non-graduates with a minimum of five years' relevant vocational experience in Mediation who hold membership of one of the following: Certified Member of the Mediators' Institute of Ireland or higher (Practitioner Member); Standard Member of the College of Mediators (UK) or higher (Recognised Member); or equivalent recognition by a similar professional standards body. Such applications will be considered on an individual basis with reference to the University's procedures for Accreditation of Prior Experiential Learning (APEL). Applicants will be required to attend an interview, where suitability for the programme, based on experience and qualifications, will be determined. Successful applicants will be expected to have work-based access in order to apply the relevant themes of the programme to their paid, unpaid and/or voluntary work.

In line with University Regulations, there is a language requirement for applicants whose first language is not English (IELTS 6.5 or approved equivalent). For IELTS a minimum score of 5.5 is required in all four elements of the test).

### Fees

Tuition fees vary from year to year, normally increasing with inflation. Please visit the Income and Student Finance website (<http://www.qub.ac.uk/directorates/sgc/finance/>) for further information. International students should contact the Finance Department on +44 (0)28 9097 2767 to ascertain the cost of a particular degree programme.

### How to apply

Applications should be made using the Direct Applications Portal ([go.qub.ac.uk/pgapply](http://go.qub.ac.uk/pgapply)). Master's programmes are listed under the 'Education' subject area.



A CHANCE TO  
DIVERSIFY INTO  
A SPECIALIST  
AREA IN THE  
WORKPLACE

## Work-Based Learning (Occupational Safety and Health) (MSSc/PG Diploma)

### Part-time 2-3 years

This programme enables graduates who are currently in paid, unpaid or voluntary employment to develop and apply relevant knowledge and skills in occupational safety and health to work-based contexts. Most students who undertake this programme are already in employment in the field of Occupational Safety and Health and it may offer an opportunity for promotion or to diversify into a more specialised area in their place of work. The programme also offers full corporate membership of the Institution of Occupational Safety and Health (IOSH).

Students are required to complete **six** core modules and a dissertation. The core modules for the MSSC Work-Based Learning (Occupational Safety and Health) are:

- Reviewing and Planning Work-Based Learning
- Developing and Applying Knowledge at Work

- Workplace and Work Equipment
- Agents in the Workplace
- Organisational Aspects of Health and Safety Management
- Research Methods in Work-Based Learning

Students may exit with a *Postgraduate Diploma in Work-Based Learning (Occupational Safety and Health)* by successfully completing **six** taught modules.

### Assessment

All modules are assessed through a combination of work-based projects, assignments, presentations and essays.

### Entrance Requirements

Applicants should normally have a second class Honours degree (or higher) and have three years' relevant experience in the field of Occupational Safety and Health. Applications will also be considered from non-graduates, with a minimum of

## Postgraduate Taught Programmes

5 years relevant vocational experience in Occupational Safety and Health who hold membership of one of the following: Technical Safety Practitioner (Tech SP) of IOSH (Institution of Occupational Safety and Health), or higher Professional Membership; Membership of IIRSM (International Institute of Risk and Safety Management) or higher (Recognised Member); or a qualification that fulfils criteria for membership(s) of Professional Bodies as specified above; or equivalent recognition by a similar Professional Standards Body in UK, or Ireland. Such applications will be considered on an individual basis with reference to the University's procedures for Accreditation of Prior Experiential Learning (APEL). Applicants will be required to attend an interview, at which their suitability for the course, based on their experience and qualifications, will be determined. Successful applicants will be expected to have work-based access in order to apply the relevant themes of the course to their paid, unpaid and/ or voluntary work.

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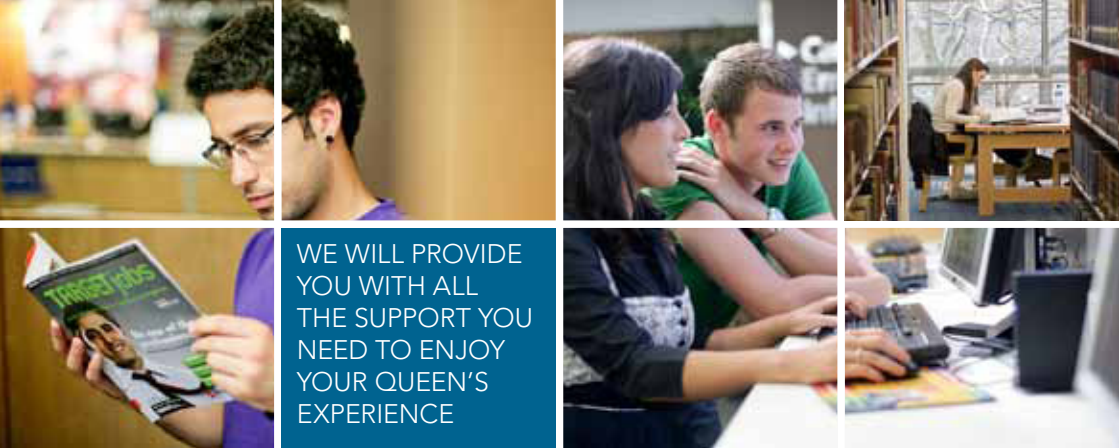
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### **How to apply**

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WE WILL PROVIDE YOU WITH ALL THE SUPPORT YOU NEED TO ENJOY YOUR QUEEN'S EXPERIENCE

## Student Guidance and Support

### Students with Disabilities

Queen's welcomes and encourages applications from students with disabilities or specific learning difficulties such as dyslexia. We will endeavour to make sure that all your individual requirements are met to ensure that your time at Queen's is an enjoyable and positive experience. Disclosing your disability does not affect the application process and ensures your requirements can be addressed from the beginning of your studies. Disability Services co-ordinates a range of services to support students with disabilities, including School and exam support, accommodation requirements and assistance with applications for Disabled Student Allowance (DSA). For more information contact Disability Services (tel. +44 (0)28 9097 2727, [sgc@qub.ac.uk](mailto:sgc@qub.ac.uk)).

### Financial Support

Postgraduate applicants should be aware that it is extremely unlikely that statutory financial assistance will be available. It is advisable that you have

financial arrangements in place before commencing a Doctoral or Master's programme. Applicants from outside the EU are advised to explore fully the funding opportunities for studying in the UK available from sources in their own country.

### Queen's Support Fund

The Support Fund provides discretionary financial help for students who get into financial difficulty during their course. Full-time and part-time (50% of equivalent full-time course) home postgraduate students can apply. Students who are salaried Health Service employees are not eligible to apply to the Support Fund. Postgraduates must demonstrate that they have organised sufficient funding for their course. The Support Fund is a discretionary fund and can only be used as a top up to funding that has already been obtained. It should not be viewed as a way to fund a course.

### **Queen's Hardship Fund**

Students who are not eligible for support funds, for example, non UK students, can apply to the University's Hardship Fund. There is a smaller amount of money in the Hardship Fund so circumstances must be exceptional for a payment to be made. The application process for the Hardship Fund is the same as that for the Support Fund and applications from students who are not eligible for the Support Fund are automatically referred to the Hardship Fund.

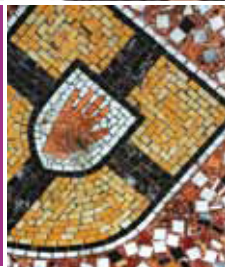
For further information on both Funds, including eligibility and advice on making an application, visit the Student Finance section of the Student Guidance Centre website ([www.qub.ac.uk/sgc](http://www.qub.ac.uk/sgc)).



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WE ARE ONE OF THE OLDEST UNIVERSITIES IN THE UK WITH OVER 150 YEARS OF HERITAGE



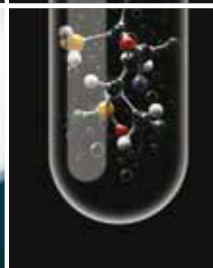
DURING YOUR TIME AT QUEEN'S YOU WILL EXPERIENCE AN ECLECTIC MIX OF ACADEMIA AND LIFESTYLE



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