POSTGRADUATE STUDENT HANDBOOK
2013-2014

MA/MRES POLITICS AND INTERNATIONAL RELATIONS

PATHWAYS
DIPLOMATIC STUDIES
ENVIRONMENTAL POLITICS
EUROPEAN POLITICS AND CULTURE
GLOBAL SECURITY
INTERNATIONAL RELATIONS
POLITICAL PARTIES & ELECTIONS
INTRODUCTION

Welcome to the School of Politics, International Relations and Philosophy, and congratulations on gaining a place at Keele.

The aim of this handbook is to give you the basic information about the School and your postgraduate programme, in a simple form that you can keep and use for reference. It is very important that you read this handbook in your first few days here and keep it safe for the duration of your time at Keele University.

As you will see from the Table of Contents, this handbook provides important information on a wide range of topics, such as course modules (see sections on specific programme details), assessment and student welfare. If you are unclear about any issue in the handbook you should feel free to talk to the Programme Director, Dr Philip Catney, or Kathryn Ainsworth, the Programme Administrator. Staff understand that problems may arise during your time at Keele and will do their utmost to help resolve them.

We very much hope that you enjoy your time at Keele and, of course, that you find the courses challenging and stimulating.

Professor Bulent Gokay
Head of School

Dr Philip Catney
Programme Director

The information in this handbook is as accurate and up-to-date as we can make it. It does not, however, replace the entries in the University Prospectus and Calendar, which are authoritative statements. In cases of conflict, the Prospectus and Calendar take priority.

Should contradictions be found between material produced by the University and that produced by the School, University statements are authoritative. We would be grateful to you for drawing any sources of contradictory information to our attention.

The statements of School policy in this Handbook are made in good faith. It may, however, be necessary from time to time to vary programmes, procedures and other arrangements.

For full information on the following matters, you should look at the appropriate University publication for the policy or rules we follow: policy on disabilities (Prospectus); examination regulations and degree assessment (Handbook and Calendar); Keele course structure (Handbook). The web address for the Handbook is:

www.keele.ac.uk/regulations/
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SECTION A

1. IMPORTANT DATES (Postgraduate Students)

Dates of Semesters 2013/2014

Autumn Semester (1)  Monday 30 September 2013 to Friday 24 January 2014
Spring Semester (2)   Monday 27 January 2014 to Friday 13 June 2014
Christmas Vacation   Saturday 21 December 2013 to Sunday 12 January 2014
Easter Vacation        Saturday 5 April 2014 to Sunday 4th May 2014

Autumn Semester Assessment Period (M level students)
Monday 13 January - Friday 24 January 2014

Autumn Semester Re-Examination Week
Wednesday 23 April – Tuesday 29 April 2014

Spring Semester Assessment Period (some level 4)
Monday 28 April - Friday 9 May 2014

Spring Semester Assessment Period (some level 4)
Monday 19 May - Friday 30 May 2014

Spring Semester Re-Examination Period
Monday 18 August - Friday 22 August 2014


Essays and research papers must be handed in at specific times. These times vary from module to module, and details of hand in times are shown on module guides. IT IS YOUR RESPONSIBILITY TO KNOW THESE TIMES AND TO HAND IN WORK APPROPRIATELY.

Dissertation Deadline AY2013/14

Two bound copies of the dissertation must be handed in by Wednesday 3rd September 2014, before 12 noon, to room CBA1.028.

Marked work will be handed back at later specified times. You will be notified of these times.

Seminar Times

These are found on the postgraduate notice boards. If there are any queries concerning your timetables, please consult Postgraduate Coordinator, Kathryn Ainsworth, Room CBA1.028. You are strongly advised to create your own week-by-week personal timetable, as the pattern is not necessarily repeated on a weekly basis.
## 2.1 Office Staff Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Tel</th>
<th>E-mail</th>
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For detailed staff bibliographies and research interests please see the SPIRE website:

[www.keele.ac.uk/spire](http://www.keele.ac.uk/spire)
3 KEEPING IN TOUCH WITH THE SCHOOL

3.1 THE POSTGRADUATE ADMINISTRATOR’S OFFICE

The Postgraduate Office is open between 9.00-12.30 pm and 2.00-4.00 pm Tuesday-Friday during the semester. If you are unable to meet these times please email k.s.ainsworth@keele.ac.uk to make an appointment. Office hours may vary during vacation and busy times of year such as during assessment weeks. However, for urgent enquiries please go to the main School office CBA1.017.

3.2 COMMUNICATION

It is essential for all students to keep in regular contact with the Programme. Thus you should:
- regularly check notice boards in the School
- read your Keele e-mail on a routine basis (please note that we will only communicate with your Keele e-mail address, and not with any other personal e-mail addresses you may have).

In addition, you must keep the School informed of any relevant information. Thus, you should:
- Promptly inform the Office of any change in your address and/or telephone number
- Inform the Office of any illness that affects your work, and supply relevant medical certificates and other documents regarding illness or absence from class
- Advise the Office if you suffer from dyslexia or any other disabilities
- Keep in regular contact with your module tutors.

You should also ask your SPIRE student representatives to convey your opinion on academic and related matters, as per 5.10 (STAFF/STUDENT LIAISON COMMITTEE) at the regularly held formal SPIRE Staff/Student Liaison Committees.

3.3 OFFICE HOURS

Teaching staff hold Office Hours, during which time they are available to see students. The details of these are found on individual academic staff office doors. If you are unable to attend the specified office hours outlined, please email staff to ask whether alternative times are available.

3.4 POSTGRADUATE NOTICE BOARDS

It is very important to consult the various notice boards in the School, particularly the board outside the Postgraduate Administrator’s office, as they contain much essential information about such matters as tutorial groups, lecture locations, and examination times. You should make a point of checking them at least once a week.

3.5 E-MAIL

The School uses e-mail to communicate with students. All students at Keele are entitled to an e-mail account. If you lose your registered username and password, you should apply to the Helpdesk in the Library for a replacement. You should check your e-mail regularly, and can use this facility to communicate with the School. Please note that we will only communicate with your Keele e-mail address.

3.6 KEELE WEB PORTAL FOR STUDENTS

Keele has developed a web portal for students to ensure that all important on-line information is available in one place. It is located at: https://students.keele.ac.uk where you will be prompted for your Keele IT Username and Password. This page can also be accessed at the top of any Keele University webpage.

Once you have logged into this portal you will be able to access many of the IT services including the KLE (Keele Learning Environment) and eVision to view module documentation plus check your email and find information on a variety of support services, from paying your students fees to KUBE radio.
KLE (Keele Learning Environment)
The University uses a virtual learning environment on the network at Keele, which provides students and staff with access to a wide range of facilities to support teaching and learning. This is called the KLE (Keele Learning Environment) and is part of the new web portal for students. It gives students access to information, activities and resources associated with the modules they are studying. These might include lecture notes and slide sets, pictures and other material together with interactive features such as discussion groups.

Student Email
Please use the new web portal at: https://students.keele.ac.uk to access your emails from “The Office” tab. You can also use this portal to access eVision, where you will be able to check the personal information that the University holds about you.

Please do also visit the main IT Services webpage at: http://www.keele.ac.uk/it/ for useful tips on pc security and other IT advice.
4. TEACHING ORGANISATION AND ACTIVITIES

4.1 TEACHING ROOMS
Lectures, tutorials and seminars in the modules you will be taking will be held in many different teaching rooms on the campus. Information regarding lecture and seminar rooms and times for all modules are posted on the programme notice board situated outside room CBA1.028.

Lectures, seminars and tutorials normally begin at five minutes past the hour and end at five minutes to the hour, giving you 10 minutes between seminars.

4.2 THE UNIVERSITY LIBRARY
The University Library, based on Keele’s main campus, contains print books and journals, as well as a wealth of online collections.

Library staff are always ready and willing to help when you visit and they can help you with finding items, or with using the Library’s catalogue or electronic collections. The Library runs workshops throughout the year on getting the most from the service and publishes a number of leaflets with information on various aspects of information gathering. See their website http://www.keele.ac.uk/library/ or ask at the Library Enquiries desk for further details.

The Librarian for the SPIRE school is Scott McGowan (s.mcgowan@keele.ac.uk; Tel: (01782 7 34506). Scott is also based in the Library building, and available for students to consult him for help and advice too.

4.3 KEELE IT SERVICES
The University has a number of computer labs for you to use. There are a number of leaflets available which describe the facilities on offer.

All written work, i.e. essays; dissertation, must be submitted in typed form.

The current facilities you will use most are as follows:

(i) Computer Use
Be sure to manage your time carefully, and, in particular print out your work some time in advance of the date it is due for submission, since queues for the printer can get very long around submission deadline dates.

(ii) Internet
The School’s website address is: www.keele.ac.uk/spire/ information on SPIRE staff can be found here, including their room numbers, telephone numbers and email addresses, as well as a brief biography. The Student Handbook may be viewed on the computer, if you lose your own copy.

(iii) Printing Facilities
When you first registered as a student, you were also registered as a computer user, and given a user name and a password. Keep this information safe - you will need it in order to access your own private area of the computer system, and also to printout any of the electronic documents that the School makes available. There have been a spate of external spams and it is important to remember never to give out your password details to anyone. No-one within Keele University will ever ask for your password.
5. **STUDENT WELFARE AND REPRESENTATION**
Regarding any matters relating specifically to the progress of study with respect to any particular module, you should consult your respective module tutors.

5.1 **SCHOOL SAFETY POLICY**
The School Health and Safety Officer is Caroline Merritt (c.merritt@keele.ac.uk, CBA1.019). She oversees all matters relating to health and safety within the School and is responsible for periodic inspections of teaching rooms and offices. Any concerns about health or safety should be reported in the first instance to Caroline, who will take them up with the University Health and Safety Officer.

5.2 **PERSONAL TUTORING**
Each student in the School is allocated a Personal Tutor. Your Personal Tutor is your first point of contact over academic issues and problems, and your link person with SPIRE and the wider University. He or she will be available to discuss your choices and academic development throughout your time in the School. You must make sure you meet with your Personal Tutor regularly. Consultation office hours are posted on Personal Tutors' office doors. The School also has an Independent Support Tutor (Kathryn Ainsworth) who is available to give advice if you need to talk to someone other than a tutor.

5.3 **WELFARE SUPPORT**
There may be times when you have questions or difficulties. If the difficulty is of a general nature relating to a particular module, see the relevant module co-ordinator. If your work is being affected by uncertainties over your progress or personal problems of any sort we urge you to see the MA/MRes Programme Director. The School has no wish to act intrusively in relation to your life outside seminars, but if it is to be as supportive as it can be when people are passing through a difficult patch, it does need to be made aware that there are genuine difficulties. Otherwise a misjudgement might be made that a student was not really trying. We, of course, have a responsibility to respect confidences made to us in such circumstances. The School also has a Personal Tutor system which is intended to offer advice and support.

5.4 **STAFF AVAILABILITY**
All staff display on their door their office times when they are available to students. If you need to see a member of staff as a matter of urgency, and he or she is not available, please ask the Postgraduate Coordinator, Kathryn Ainsworth.

5.5 **LEARNING SUPPORT**
The University also has a Student Support and Development Services (SSDS) department. These services are wide ranging and include teams that provide different areas of expertise including Careers and Employability, Disability and Dyslexia matters, academic guidance issues, such as changing your programme or appeals against academic decisions, Emotional and Well-being counselling, and more! For further details please see: [http://www.keele.ac.uk/ssds/](http://www.keele.ac.uk/ssds/)

International students who require support with their academic studies can also make use of the English Language Unit's facilities and services. Contact details for the can be found at [http://www.keele.ac.uk/llu/englishlanguage/contactus/](http://www.keele.ac.uk/llu/englishlanguage/contactus/)

5.6 **LANGUAGE LEARNING UNIT**
The Language Learning Unit, located in Room CBB0.039 in the Chancellor's Building, offers Modern Foreign Languages and English Language tuition, resources and support for all Keele students.

For further details please see the LLU webpage at [http://www.keele.ac.uk/llu/](http://www.keele.ac.uk/llu/)

**English Language Unit**
The ELU is the point of contact for all international students at Keele seeking group or individual, as-needed language guidance and assistance in connection with their academic work. It offers the
following services and facilities for all international students:

- **30-minute booked ‘One-to-One’ sessions** with an ELU tutor
- **Conversation** classes: freestanding classes open to all members of the Keele international student body and their families
- **Access to on-line materials and links for self-study** via the ELU Noticeboard on Keele’s Virtual Learning Environment (KLE)
- **Materials and resources for loan** from the ELU library
- **Advice and guidance** on self-study for language improvement

**Contact us:**
For further information, to register for courses or to book a One-to-One session, students should contact us at eluadmin@keele.ac.uk or visit our website at www.keele.ac.uk/llu

5.7 **POLICY ON DISABILITIES**
All programmes in the School operate admissions and support systems, which follow the University’s policy on long-term disabilities. A statement of university policy on long-term disabilities can be found in the Academic Regulation Handbook.

A statement of university policy on disability can be found at http://www.keele.ac.uk/studentsupport/

5.8 **NOTIFICATION OF DISABILITY OR PERSONAL CONCERN**
If you have a persistent medical disability (such as dyslexia, diabetes or impaired sight or hearing) or any enduring personal problem (such as family illness) which is likely to disadvantage your work and/or attendance, please inform the School and be sure to make any consequential requirements (such as a need for large print in examinations and module documentation) known.

Because of the importance of the information it is best to inform the School as well as Academic Services, the Counselling Service or the Health Centre. Ideally you will write a note explaining your condition, the effects on your work and attendance and consequential requirements from the Programme, and deliver it to the Postgraduate Coordinator, Kathryn Ainsworth, room CBA1.028 at the start of your course or at the onset of the condition. The note will then be placed on file and your tutors will be notified, with your permission.

If you prefer you can discuss the issue with the MA/MRes Programme Director or any member of the School that you choose. For insurance, please feel free to tell each of your tutors, individually, if you wish. You have our assurance that any confidences will be kept. Our aim is to achieve accuracy and ease of transfer of information in order to ensure that you maximise both your academic capabilities and enjoyment of the course.

5.9 **RACE EQUALITY POLICY**
The University’s Race Equality Policy sets out what students and staff can expect of Keele University with regard to combating unlawful racial discrimination and promoting equality of opportunity for all. The policy can be viewed at: http://www.keele.ac.uk/hrss/equalitydiversity/

5.10 **MA/MRES STAFF/STUDENT LIAISON COMMITTEE**
At the beginning of each academic year representatives from the MA/MRes courses are elected to the MA/MRes Staff/Student Liaison Committee (SSLC). This meets at least once a semester, and provides an opportunity to discuss matters raised by students, and matters on which the School wishes to seek student views. Your attention is drawn to the draft code of conduct for student representatives, which can be found at: http://www.keele.ac.uk/paa/governance/committees/executiveliaisoncommittees/educationstudentliaisoncommittee/
Students who are not members of the MA/MRes SSLC can place an item on the Agenda by contacting their representatives or by contacting the Convenor (Philip Catney). The names of student representatives, and the dates, agendas and minutes of MA/MRes SSLC meetings are placed on Postgraduate notice boards. MA/MRes SSLC meetings are open to all students taking modules in SPIRE. In addition, student representatives, nominated by the MA/MRes SSLC, are invited to attend the SPIRE MA/MRes Programme meetings.

5.11 RECORDS AND REFERENCES
It is very likely that you will want to ask individual members of staff to act as referees for you, especially in connection with job applications. It is very much in your interest that such references include information about any extra-School activities in which you have been engaged, both at and beyond Keele University. Information about membership and office holding in societies, representing the University in sport, vacation jobs, community service and other matters helps to fill out a reference and often to impress a potential employer. If we are able to help you in this way, we need to know what you have done, and to have that information readily accessible. Please either supply this direct to your referees or submit them to Kathryn Ainsworth to be placed in your file.

5.12 COMPLAINTS
Should you have a complaint on any ground that cannot be resolved with your module tutor, this should be raised with Dr Philip Catney, the MA/MRes Programme Director. If the matter remains unresolved you should then take it up with the Head of School (Professor Bulent Gokay). See also Section 11.3 Complaints by Students Regarding Essay or Module Marks.

If the item cannot be resolved within the School, or if you have a complaint relating to a wider University issue, you are referred to the University Appeals Procedure, in your Keele Student Handbook.

A statement of university complaints procedure can be found at: http://www.keele.ac.uk/regulations/regulation26/

One function of this handbook is to ensure that you have as clear an understanding as possible of what the School expects of you, and what you should expect of the programme. This section attempts to draw the various threads together in a single set of statements.

6.1 **WHAT THE SCHOOL EXPECTS OF YOU**

1. That you will attend all tutorials or seminars (which are compulsory elements of the programme) and examinations or, if unable to do so for good reason, see that an adequate explanation reaches the tutor. This is especially important if you are due to make a class presentation.
2. That you will attend lectures where relevant. If you miss a lecture that you will take the steps to familiarise yourself with the ground covered in the lecture.
3. That you will submit all written work by the required date, subject only to medically certified reasons for lateness. See Deadlines on page 1.
4. That you will not plagiarise, collude or cheat in any way. (See section on Plagiarism).
5. That you will make full preparation for any tutorial presentation you are required to make.
6. That you will come to tutorials, seminars and workshops adequately prepared to discuss the set topic or topics and be an active participant.
7. That you will acquire such basic textbooks as may be prescribed for your courses.
8. That, in addition to meeting formal assignments, you will read widely around the subject.
9. That you will monitor the appropriate notice boards regularly for any announcements that may affect you, and also check your pigeonhole for notes from the School.
10. That, you will update your personal contact details through E-Vision (see http://students.keele.ac.uk/). 
11. That, if you are experiencing difficulties which are affecting your work, you will inform your module tutor or the MA/MRes Programme Director, in order that the School can discuss the situation with you in a supportive and confidential manner.
12. That you respond promptly to communications from the School.
13. That you treat the office staff courteously at all times.

6.2 **WHAT YOU CAN EXPECT OF THE SCHOOL**

1. That it will keep you as fully informed as possible about your progress.
2. That if your progress at any time gives rise to concern, the School will not only warn you clearly about these inadequacies but will offer its best guidance on how the situation may be remedied.
3. That lectures and tutorials/seminars/workshops will be held as advertised, with any variations being notified as early and as fully as possible.
4. That in all its modules the School will at all times do its best to ensure that both the nature of the modules and their delivery reflect high professional standards and the current state of knowledge.
5. That you will be given full details of the modules you will be taking.
6. That you will be notified clearly of the assessments you received for each module.
7. That work that you hand in for assessment will be marked and returned to you promptly - provided you yourself have met the deadline. Speed of return will inevitably vary with the volume of work that an individual tutor has to mark, but the School’s aim is to have work marked and available for collection within three teaching weeks. Where an examination follows submission of an essay, the School aims to have essays marked and available before the examination.
8. That all work will be given a mark and with sufficient commentary so that you will be able to understand why it has received that mark, together with any pointers that may help you to achieve better marks subsequently.
9. That the School will provide you with guides to reading in respect of seminar and essay preparation.
10. That, subject to the availability of resources, the School will use its best endeavours to
see that adequate material of an appropriate level is available for tutorial/seminar/workshop and essay topics in the School/university libraries.

11. That the School will give serious attention, subject to availability of resources, to your suggestions or complaints, when channelled through either the appropriate tutor or the Staff-Student Liaison Committee.

12. That tutors will be responsive and supportive if you should have problems, once they have been acquainted with them.

13. That the office staff will be courteous to you, in return.
7. PROGRAMME REQUIREMENTS

7.1 DEADLINES
Submission of essays, short papers, research papers and dissertations
Deadlines for essays, short papers, research papers and dissertations are taken seriously. They are late if they are received only one hour or one day after the deadline. Hand-in deadlines are indicated on module guides.

<table>
<thead>
<tr>
<th>Autumn Semester</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Week 5</td>
<td>30.10.13</td>
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<tr>
<td>Week 10</td>
<td>04.12.13</td>
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<tr>
<td>Week 13</td>
<td>15.01.14</td>
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</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Date</th>
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<tbody>
<tr>
<td>Week 7</td>
<td>12.03.14</td>
</tr>
<tr>
<td>Week 10</td>
<td>02.04.14</td>
</tr>
<tr>
<td>Week 13</td>
<td>21.05.14</td>
</tr>
</tbody>
</table>

7.2 ATTENDANCE AND SEMINAR WORK
You are expected to attend any relevant lectures. You must attend all seminars or provide satisfactory evidence that they had good cause for missing these. If you miss a seminar, you must inform the tutor in advance. You will be expected to do preparatory reading for every seminar and you may be required to make at least one presentation for each course.

7.3 ACADEMIC WARNINGS
If your work is unsatisfactory, and you fail to respond to messages from the School or to attend meetings with tutors and the MA/MRes Programme Director, you may be issued with a formal, written Academic Warning from the University. This lays down conditions you must meet within a specified time (for example, to attend all seminars and hand in written work). If you fail to comply with the conditions you may be asked to withdraw from the University.

A statement of university procedures for issues academic warnings can be found at: http://www.keele.ac.uk/paa/academicwarnings/
A statement of the University appeals procedure can be found at: http://www.keele.ac.uk/regulations/regulation7/

7.4 PROGRESSION
A statement of the university regulations can be found at http://www.keele.ac.uk/regulations/regulation2a/#d.en.19295
8. ASSESSMENT

8.1 METHOD OF ASSESSMENT
The module outline for each individual module will specify the assessment requirements for that module, and the weighting of each piece of assessment in the final module mark. Some modules are assessed by essay, exam and oral presentation. Please note the assessment for the research training modules will be slightly different from this - on this, see the module outlines. Students should avoid reproducing the same material for different pieces of assessment across different modules. This could constitute self-plagiarism and be prosecuted as such. If you have any uncertainties on this, please consult with the Programme Director.

For some modules, 10% of the mark may also be made up of an assessment of seminar performance. Where seminars are assessed, the criteria for assessment are spelled out in the module outline, but will normally include the following criteria: preparation; contribution to small group discussion (if applicable); contribution to discussion in the group as a whole; capacity to take into account the views of others; relevance of contributions; quality of contributions; teamwork; presentation (if applicable).

The method of assessment for each module is clearly stated on each module document and on all module choice forms. Most modules are assessed by a combination of essay and examination.

A statement of University’s assessment procedures General Regulations for University Examinations and Assessments can be found in the Academic Regulations and Guidance for Students and Staff at:
http://www.keele.ac.uk/regulations/regulation8/

8.2 EXAMINATIONS
Modules with 2-hour written examination are held in the concluding three weeks of the semester in which the module is taught. For unseen examinations, the paper will consist of a minimum of 6 questions, from which the student will answer 2 (students will not be informed beforehand which topics will or will not appear on the examination paper). The content of the examinations is based on the modules, as taught.

8.3 THE MODULE PASS MARK
The pass mark for each module is 50%. Module marks ending in .5% will be rounded up (e.g. 59.5% becomes 60%).

8.4 ANONYMOUS MARKING
ALL assessed work except dissertations are marked anonymously: i.e. your name is NOT known to the marker(s). For essays, your name is written in the corner of the cover sheet we provide, and then the corner is turned over and stapled. The essay is then marked anonymously.

8.5 SECOND MARKING
All failed essays and examinations are second marked and seen by the external examiners.
All first class essays and examinations are second marked and seen by the external examiners.
All borderline essays and examinations are second marked and seen by the external examiners.
A further sample of at least 25% of written work and exams are second marked and seen by the external examiners.
All dissertations are second marked.

8.6 MODULE EVALUATION BY STUDENTS
In a number of selected cases, students are invited to complete a questionnaire evaluating the module. The tutor(s) responsible for each module examines the questionnaires and writes a 1-2 page report, which summarises the student feedback and responds to student suggestions and comments. The report, together with the student evaluation returns, are passed to the Programme Director by the end of the relevant semester, to serve as the basis for discussion at appraisal on ways of improving the module.
8.7 THE EXTERNAL EXAMINERS
All marked written course work is available for the External Examiners to assess. The External Examiners are senior academics from other universities, who oversee the setting of all examination papers and the marking of all essays, short papers, research papers, examination scripts and dissertations. Their role is to ensure that appropriate standards of examination and marking are used.

8.8 DEGREE CLASSIFICATION
Overall assessment of the Masters
Following the completion of modules in the second semester, the Board of Examiners will make one of the following two recommendations:

(i) That a candidate be permitted to proceed to the submission of his or her dissertation, (AY2013/14 dissertation submission deadline on or before Wednesday 3rd September 2014)
(ii) That she/he be permitted to take re-examinations and/or re-submit written work, whichever is appropriate, in August the same year;

Those who, following the August re-examinations/re-submissions, are recommended to proceed to the completion of their dissertations must submit them by December in the same year (AY2013/14 dissertation submission deadline on or before Wednesday 10th December 2014).

The module marks (including after reassessment) are combined with the dissertation mark to yield the 'final mark'. The modules collectively make up 66.7% of the final mark, the dissertation counting for 33.3%. Students must obtain 50% in each of the six modules and 50% for their dissertations to be recommended for the award of an MA/MRes.

A candidate, who, having successfully proceeded to the submission of his or her dissertation, fails to obtain a final mark of 50% or above, will be permitted to choose between the award of a Postgraduate Diploma (for which she/he must still attain a minimum mark of 50% per module and an overall average of at least 50%, excluding the dissertation) or resubmitting her/his dissertation by the first Wednesday of September in the year following the examiners' recommendation. There will be no supervision during this resubmission period, and there will only be one opportunity to resubmit the dissertation. The Board of Examiners will strongly advise students to take the Postgraduate Diploma, where it is of the opinion that the student has little chance of passing with their resubmitted dissertation.

To be eligible for the award of a Merit in the Masters degree a student must have satisfied the requirements of the award and achieved:

I. an average mark of 60% over all level M modules, calculated in accordance with any weightings specified in the course regulations; and
II. a mark of at least 60% in the Masters dissertation.

To be eligible for the award of a Distinction in the Masters degree a student must have satisfied the requirements of the award and achieved:

I. an average mark of 70% over all level M modules, calculated in accordance with any weightings specified in the course regulations; and
II. a mark of at least 70% in the Masters dissertation.

Note: Part-time students are advised to take Power, Knowledge and the World and Research in Action in the first year but should consult with the Programme Director if unsure about which modules to choose. The dissertation is to be submitted by the first Wednesday of September in the second year. Regulations for full-time students regarding re-examinations, resubmission of dissertations, and award of a Postgraduate Diploma apply mutatis mutandis to part-time students.
9. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

All essays, papers and dissertations should be handed in to the Postgraduate Coordinator, Kathryn Ainsworth, room CBA1.028. The deadlines are clearly stated in your module documentation.

Producing written work of various forms is an important element of our programmes in SPIRE. Please refer to the KLE where you can access useful guidance on preparing many types of written work in a module called “Effective Communication: A Resource for SPIRE Students”.

All written work must be submitted in typed form using Arial, font size 12, double spaced with margins of 3cm. All work must use the Harvard system of referencing. Please refer to the KLE where there is guidance on using the Harvard System in the module “Effective Communication: A Resource for SPIRE Students”.

CASES OF COMPUTER OR PRINTER FAILURE WILL NOT NORMALLY BE GROUNDS FOR AN EXTENSION. BE SURE TO MANAGE YOUR TIME CAREFULLY AND, IN PARTICULAR, PRINT OUT YOUR WORK IN ADVANCE OF THE DATE IT IS DUE FOR HANDING-IN.

9.1 ESSAYS REQUIREMENTS

You are required to submit TWO copies of each essay. After marking, one copy will be returned to you, together with a comment sheet, explaining how the mark was arrived at. The School, for future reference, retains the other copy.

When you submit your essays you must attach a Written Work Front Sheet (available from the Postgraduate Coordinator, Kathryn Ainsworth, room CBA1.028) with the following information: your name, your registration number, the module name, your tutor’s name, the date of submission, the essay question, and the number of words. Essays will not be accepted unless they have this preliminary page.

Students are warned NOT to submit essentially the same material for more than one module, essay or examination. Examiners may deduct marks in such cases or students could be prosecuted for self-plagiarism. Please consult the Programme Director if you have any questions about this.

Some tutors may also require submission of assessed work via the KLE. Information will be given in the module guides for the individual modules.

9.2 LATE WORK

It is NOT acceptable to give a late item to any tutor. All work must be handed to the Postgraduate Administrator, Kathryn Ainsworth during the stated opening hours. No written item will be accepted without completion of the official Written Work Front Sheet, issued via the Postgraduate Administrator, either prior to the deadline or on the day of the deadline. Receipts will be given to students on submission of the written work.

9.3 IMPLICATIONS OF LATE SUBMISSION

All work must be handed in by the deadline date.

If you can demonstrate ‘good cause’ for the late-submission of your work you must complete an Extenuating Circumstances Form as explained in ‘Good Cause’ for Late Submission.

Items received *within* 7 days of the deadline date, without good cause, will be accepted at the discretion of the School and marked at a ceiling of 50% for that part of the module. Items received more than 7 days *after* the deadline date, without good cause, will receive a mark of 0%.
9.4 ‘GOOD CAUSE’ FOR LATE SUBMISSION
All essays should be submitted to the Postgraduate Coordinator, Kathryn Ainsworth, before midday on the day of the deadline. Essay deadlines are to be taken seriously. If you anticipate that circumstances beyond your control (e.g. medical or family problems) are likely to cause a delay in submitting your work, or if such circumstances have already caused a delay, you should use an Extenuating Circumstances Form (ECF). (These are available from the Postgraduate Coordinator, Kathryn Ainsworth, room CBA1.028, and at:

http://www.keele.ac.uk/paa/academicadministration/policies/lateandfailurertosubmitwrittenwork/

In the ECF you should explain your circumstances and submit any evidence you have to support your case (e.g. medical certificate, note from Counselling, etc.). The ECF will be presented to the Examination Board for your Programme for the semester concerned, and will be considered when deciding on your overall mark for the module(s) involved. Please complete the Extenuating Circumstances Form in advance of the deadline.

The University Sub-Committee on Examination Absence and Coursework Extensions (SCEACE) makes decisions as to whether absence from examinations has a good cause. You must submit evidence promptly to the Postgraduate Coordinator for forwarding to the University SCEACE, in ALL cases where good cause is claimed.

A statement of university policy on absence for illness and other good cause can be found in the university Student Handbook at:
http://www.keele.ac.uk/regulations/regulation10/

9.5 ADVICE FOR STUDENTS WHERE DELAY IS LIKELY
Where good cause is likely to apply, you should inform the Postgraduate Administrator by email and hand in all relevant medical certificates or like documents as soon as possible. Where good cause is unlikely to apply, you are strongly advised to hand in incomplete work by the deadline, rather than submit late.

A statement of University policy on extenuating circumstances can be found at:
http://www.keele.ac.uk/regulations/regulation8/

9.6 DISSERTATIONS
The chances of establishing good cause for a late dissertation are very low. Only serious illness or similar problems, extending over a considerable period of weeks, and supported by medical certificates specifically related to the illness are likely to be accepted by the University Sub-Committee on Examination Absence and Coursework Extensions. This Committee decides on all claims for good cause for a dissertation.
10. ACADEMIC MISCONDUCT AND REFERENCING: COMMISSIONING, PLAGIARISM, AND COLLUSION

Commissioning, plagiarism and collusion are treated by the University as academic misconduct. The submission of material that has been bought or commissioned (for example from internet sites or essay banks) is an extremely serious form of plagiarism as this implies a clear intent to deceive the examiners. The standard penalty for being found guilty of commissioning work is a requirement to withdraw from the University. Students must refrain from selling or passing on their own assignments to other students.

Plagiarism can be either intentional or unintentional. In essence, it is the stealing of ideas or work of another person and passing it off as your own. It can take a number of forms from crude cutting and pasting to more sophisticated paraphrasing ideas, sentences, paragraphs, drawings, graphs and other material from books, articles, internet sites or any other source and submitting them for assessment. Please note that copying or close paraphrasing of other people’s work could constitute plagiarism even if the source is acknowledged: referencing a source entitles you to use the information in that source, but not the author’s actual words unless these words are enclosed in quotation marks.

It is also an offense to engage in self-plagiarism. This is where you draw extensively upon previously submitted work on one or more occasions (without proper acknowledgement). This may take the form of copying either the whole assignment or part of it. The penalties outlined for ‘regular’ plagiarism apply.

Collusion is the passing off of another’s work as one’s own for one’s own benefit and in order to deceive another. In the usual definition of plagiarism, the owner of the work does not knowingly allow the use of her work but in a case of collusion the owner of the work knows of its use and works with the other towards deception of an examiner. Furthermore, the knowing plagiarism may be mutual, to the planned benefit of both or all students. Collusion does not occur where students involved in group work are encouraged to work together to produce a single piece of work as part of the assessment process.

A statement of university policy on plagiarism can be found in the University Academic Regulations and Guidance for Students and Staff is:

http://www.keele.ac.uk/regulations/regulation8/

Section 12 of Regulation 8 “Unacceptable Coursework and Academic Misconduct” sets out the details of the procedure for dealing with cases of suspected plagiarism. The School’s Academic Conduct Officer, in liaison with the tutor suspecting that plagiarism has occurred will apply the University’s rules and procedures. The severity of the possible penalties that may be applied in cases of established plagiarism is also indicated in Section 12. It is therefore in your interest to consult this section of the academic regulations and guidance web page!

To avoid committing plagiarism and/or collusion in your written work, you should consult the very useful information contained within SPIRE’s special module in KLE called “Effective Communication: A Resource for SPIRE Students” which SPIRE students can find in the KLE. If having done this you are still in doubt, speak with the Programme Director or your Module Coordinator.

10.1 REFERENCING FOR ESSAYS, SHORT PAPERS, RESEARCH PAPERS AND DISSERTATIONS

Details of the Harvard system to be used within the School are contained on Power, Knowledge and the World KLE pages. Failure to apply that system correctly could result in marks being deducted.
11. THE MARKING SCHEME
11.1 THE MARKING CRITERIA FOR ASSESSMENT (Written work and Examinations)

**Marking scheme**

Essays, examination scripts and dissertations are marked according to the following scheme:

- 70-100% MA/MRes with Distinction
- 60-69% MA/MRes with Merit
- 50-59% MA/MRes Pass level
- 0-49% Short of MA/MRes standard

**Anonymous Marking**

All assessed work (except dissertations) is marked anonymously, i.e. your name is not known to the markers.

**Second Marking**

All units of assessment (e.g., essays, research papers, exam scripts), which are given a fail mark, are second-marked before composite module marks are calculated. Where a composite module mark is borderline or potential distinction, its component units are second-marked.

A sample of at least 25% of written work and exams are second marked. A sample of all written work and exams are also sent to the external examiners for further marking.

**Note: Teaching and Assessment practices for modules offered by other Schools might vary. Students taking modules outside SPIRE should check with the School concerned.**

Should a student fail a particular module, they will be required to undertake a re-examination on the piece of assessment that made them fail. The module would then have a maximum mark of 50%.

**Criteria for assessment of written work**

Students often ask what they are expected to do in order to reach a particular standard. The following suggests what teachers/examiners are likely to be looking for at the different levels. For essays and dissertations we expect a clear list of endnotes or footnotes and a proper bibliography as indicated later in this Handbook. Students will lose marks if they neglect these essential requirements.

Below are the criteria that will be used by all tutors to assess coursework. However formal notification of coursework results from Academic Affairs following Examination Boards will be in the form of fail (less than 50%), pass (50 – 70%) and distinction (70% and above).

80-100 Satisfies all the criteria in the 70-80 band to an exceptional degree, representing superlative academic and intellectual accomplishment.

70-79 Mastery of the relevant material.

Highly judicious, critical and evaluative use of the relevant literature; empirical literature subjected to a thorough methodological critique where appropriate.

Excellent synthesis of a range of cognate theoretical and/or empirical material. Comprehensive, appropriate and profound analysis and appraisal of concepts, arguments, themes etc.

Highly appropriate and critical use of (multiple) theoretical perspectives.

High degree of skill in evaluating more than one side of an argument and considering both strengths and weaknesses of a theory.

Highly relevant and imaginative links made between theory and practice, where appropriate.
Profound explanation and analysis of key concepts and terminology.

A high degree of originality and sophistication of thought, combined with highly rigorous argumentation.

Arguments, ideas etc. handled in a highly creative way.

Ideas expressed with consummate clarity and style.

Very high standard of presentation, including use of English and handling of bibliographic references.

60-69  Very good grasp of the relevant material.

Judicious, critical and evaluative use of the relevant literature. Empirical literature subjected to a thorough methodological critique where appropriate.

Good synthesis of a range of cognate theoretical and/or empirical material.

Comprehensive, appropriate and thorough analysis and appraisal of concepts, arguments, themes etc.

Good, critical use of theoretical perspectives; clear evidence of ability to handle more than one such perspective, where appropriate.

Very competent in evaluating more than one side of an argument and considering both strengths and weaknesses of a theory.

Relevant links made between theory and practice, where appropriate.

Clear evidence of originality and sophistication of thought, combined with rigorous argumentation. Arguments, ideas etc. handled in a creative way.

Ideas expressed with a high degree of clarity and stylistic accomplishment.

High standard of presentation, including use of English and handling of bibliographic references.

50-59  Good grasp of the relevant material.

Appropriate and largely critical use of the relevant literature: evidence of a methodological critique of empirical literature, where appropriate.

Ability to bring together a range of cognate theoretical and/or empirical material.

Appropriate analysis and appraisal of concepts, arguments, themes etc.

Use of theoretical perspectives; possibly unable or unwilling to handle more than one such perspective, where appropriate.

Ability to evaluate more than one side of an argument and consider both strengths and weaknesses of a theory.

Relevant links made between theory and practice, where appropriate.

Good explanation, but possibly limited analysis, of key concepts and terminology.

Evidence of sophistication of thought, combined with rigorous argumentation.

Arguments, ideas etc. handled in a competent but possibly unimaginative way.

Ideas expressed with a good degree of clarity and stylistic accomplishment.
High standard of presentation, including use of English and handling of bibliographic references.

40-49  Insufficient grasp of the relevant material.

Use of relevant literature limited or undiscriminating, and displaying a low or modest degree of critical analysis.

Tendency towards exposition of concepts, arguments, themes etc., with little analysis and appraisal; possibly attempting to cover too many points in insufficient depth.

Little use made of theoretical perspectives.

Tendency not to address more than one side of an argument or consider both strengths and weaknesses of a theory.

Links between theory and practice, where appropriate, may at times be inappropriate or neglected.

Limited explanation and analysis of key concepts and terminology.

A low or modest degree of originality, and less than rigorous argumentation.

Little stylistic accomplishment: possibly some areas of ambiguity and/or lack of clarity.

Possible failure to deal directly with the question as set.

Satisfactory standard of presentation, including use of English and handling of bibliographic references. Pieces with inadequate referencing will fail at MA/MRes level.

0-40  Fails to meet a significant number of the criteria in the 40-50 band; very clear signs of an inability to make the transition from undergraduate to postgraduate study.

Shows an inability to analyze problems or address the issues in essays or examinations.

A piece which says ‘everything I know about X’ thus falls into this category.

Displays a basic lack of awareness of the main literature relevant to the piece of work.

A piece of work which is reasonably well structured and contains a coherent line or argument, but which nonetheless totally misses the point of the question, will also fail.

The range also covers various stages of plagiarism with 0% being copied completely from a book, or someone else’s essay (see also section on plagiarism).
11.2 SEMINAR PERFORMANCE: CRITERIA FOR ASSESSMENT
If tutorial performance is assessed in a module, your mark for tutorial performance will be based on the following criteria:

- Attendance: you must attend ALL seminars unless you are prevented from doing so (e.g., by illness) in which case you must notify the tutor or the SPIRE Office BEFORE the tutorial.
- Preparation: it is your responsibility to know what topic is to be discussed and to read systematically for the seminar.
- Performance of whatever specific task(s) are required of you by the tutor.
- Contributions to discussion: you are expected to contribute your own knowledge and ideas, and also to listen courteously and attentively to other members of the group.

11.3 COMPLAINTS BY STUDENTS REGARDING ESSAY OR MODULE MARKS
If you are unhappy about your essay or module marks you should first discuss this with your module tutor as soon as possible. If the issue is unresolved then you should promptly request the tutor to seek the opinion of the second marker. If this still fails to resolve the problem then you should consult the MA/MRes Programme Director. Where appropriate, the MA/MRes Programme Director will seek the opinion of the External Examiners. You should be aware that your mark may rise or fall as a result of your appeal and that normally marks cannot be changed after the External Examiner has verified them. Module marks cannot be altered after the External Examiner and Senate have confirmed them.

11.4 RELEASE OF MODULE MARKS TO STUDENTS
Provisional marks will be released normally by mid-February for Autumn Semester modules. Full marks for the modules for both semesters will be released when results have been confirmed at the end of the second semester.

11.5 RE-ASSESSMENT
- It is School policy to require reassessment for all modules where the overall mark for the module falls below 50%.
- See also Section "Good Cause for Late Submission"
- The School will send notification of essay titles or other work to your home address. Academic affairs will inform you of re-examination dates.
12 DISSERTATION REGULATIONS

Dissertations offer students an opportunity to conduct research on an approved subject in which the student has a particular interest. The quality of a dissertation carries special weight in any application to proceed to a higher research degree.

12.1 The Supervisor

Soon after the start of the session and no later than February 2014 students should begin to think about the topic they would like to do for their dissertations and should approach the member of staff in the department who would be the most appropriate supervisor. The MA/MRes Module Convener can assist with this process by advising on the appropriate fit between a topic and appropriate staff supervision. Staff research interests are available on the internet (SPIRE website).

The MA Research Training Modules, Perspectives in Politics and International Relations and Research in Action are designed to help students develop their interests into a workable, ambitious, and coherent project. Students are required to attend.

The role of the Supervisor

Students should make contact with appropriate supervisors at the beginning of Semester 2 to discuss possible topics for their dissertation. It is the student's responsibility to make an early appointment with their prospective supervisor to discuss possible research topics.

Dissertation topics are subject to approval by the supervisor. It is the student's responsibility to make an early appointment with their supervisor to discuss their topic. Following discussion with the supervisor, students should complete the 'dissertation registration form', sign it, and ask their supervisor to also sign it. Students should return completed forms to Kath Ainsworth.

Students should expect to see their supervisor at least once, and probably more, before the end of the teaching period in Semester 2. Supervisors will, by arrangement, be available for consultation in person or by email, after the end of this teaching period.

The role of the supervisor is:

- To assist in clarifying the exact area of the dissertation and its title
- To assist in the focusing and shaping of the dissertation, and to give advice regarding reading and sources
- To offer advice on structure, research design, methodology and content
- To read and comment on an outline plan of the dissertation
- To read and comment on sections of the dissertation (e.g. an individual draft chapter, or particularly problematic sections of the dissertation)
- To help in a general way with any difficulties which occur in connection with the dissertation

Supervisors will not read full drafts of the dissertation.

Even where considerable help is given, the dissertation remains the responsibility of the student. The supervisor's role is, in all respects, advisory only. It is not the supervisor's job to write or rewrite the student's work. Similarly, the responsibility to submit the dissertation lies fully with the student.

12.2 The nature of a Dissertation

The dissertation should express in the student's own words his or her findings on the subject in question. It may "tell a story"; it may place existing knowledge in a new light; or it may develop ideas about the working of some aspect of the subject of your MA/MRes. It may focus on one case study or issue; it may be a comparative exercise - in either case it may use material to "test" an existing assumption within the literature.

Students are not required to use documentary sources, or even newspapers. Secondary material
(i.e. books and journals) is a sufficient source for these dissertations. But wider sources may of course be used, including interviews, if they are appropriate and convenient.

Students are expected to show awareness of methodological questions in the dissertation, such as those raised in the research training modules. Elaborate introductory discussions concerning methodology may be avoided, but students are expected to be aware of how knowledge is produced in the social sciences and to be able to relate their dissertations to this matter. Dissertations should always have a sharp analytical edge or engage in abstraction to assist theoretical enquiry. The mere relating of fact after fact will earn little credit.

Students are expected to carry out their research in a manner consistent with principles of research ethics.

Students should keep a sense of proportion in preparing their dissertations. They are meant to be the product of a summer's work, the foundations and scaffolding for this work having been gradually prepared over the previous eight months. Parts of the building may also have been erected during this time, but between October to June students will be primarily engaged with their taught courses. Oral examinations are not normally held in connection with dissertations although the Board of Examiners does reserve the right to conduct an oral examination.

When writing a dissertation, students must always place direct quotations in quotation marks. Where there is reliance on the general idea or argument of an article, chapter, or book, acknowledgement should be provided in the accompanying notes. If these basic requirements are not observed and it is clear that a student has engaged in plagiarism, the dissertation is liable to be rejected outright by the Examiners (see Section 10). Bear in mind that dissertation should reflect your own work, in your own words. Quotations should be sparingly used.

The importance of good English and accurate spelling cannot be over-emphasized. Sloppy work loses marks! Please therefore take considerable care over grammar and spelling. Remember also that the final typescript should be carefully proof-read to check for errors.

Dissertations should be no more than 15,000 words long (excluding notes and bibliography) and the number of words should be clearly indicated on it. A variation of 10% either way is acceptable. The name of the student and the title of the dissertation SHOULD appear on the cover.

In presenting a dissertation the following points should be noted:

a Dissertations should be typed on good quality A4 paper and the type must be easy to read. Pages should be consecutively numbered apart from the title and contents page which should not be numbered.

b Lines must be double-spaced. Ideally, an extra line should be left between paragraphs. The first line of each paragraph should be indented. Sub-headings should be flush with the left margin, which should be at least 4cm wide.

c Quotations, whether in text or notes, should be in single quotation marks with double quotation marks being used for quotations within quotations. If you alter a quotation you should put square brackets around your own words; use 3 dots to indicate words left out of a sentence; and use 4 dots to indicate that the quotation is taken from different sentences. Quotations of 5 lines or more should be in single-spacing and indented from the left margin. Dates should be rendered as follows: 9 July 1942, 1970s, nineteenth century, 1942-62 but 1981-2.

d For referencing see the Section 10 of this Handbook.

A SPIRE coversheet, which can be obtained from the Postgraduate Coordinator, must be completed and attached to the dissertation certifying that the dissertation is the student's own work.

Two bound copies of the dissertation must be handed in by Wednesday 3rd September 2014, before 12 noon, to room CBA1.028.
12.3 SPIRE Research Ethics Policy

If you are doing any research with human participants, obtaining ethics approval is essential. For one, it is an important part of the research process and will help you develop skills that should be of longer term benefit, both in postgraduate study and in many non academic employment situations.

Second, the University requires such approval. Section 11.5 of the Regulation 8 General Regulations for University Examinations and Assessments stipulates that “Student projects which involve the participation of human subjects must not be undertaken without the prior approval of a School Student Projects Ethics Committee (or another Ethics Committee recognised for this purpose by the relevant School)”. Moreover, the University deems student projects that require but have no prior School ethics approval, as well as those that deviate substantially from what was approved by the School Student Project Ethics Committee (S-SPEC) or equivalent to constitute an “ethics offence”, i.e. a form of academic misconduct. Ethics offences are taken seriously and can have very serious consequences, including failing one’s degree.

Accordingly, if you intend to undertake work that involves human participants, it is vital that you consult and abide by SPIRE’s procedures and guidelines in respect of ethics approval. This section is intended to help you do that.

Confidentiality
SPIRE research should comply with generally accepted norms of confidentiality. The over-riding consideration here is to avoid breaching the trust of a person providing information. Information providers are often prepared to allow the information to be published or used in other ways so long as the source of the information, and/or its provider are not revealed. In cases of uncertainty regarding the use of information it is best to discuss this first with the information provider. Consideration may need to be given to the ownership of the information and its possible future life e.g. if it is to form part of a data set which others may later have access which would be difficult to control? Sources and help should be acknowledged in the normal way.

Legality
SPIRE research should be designed with the intention of compliance with the law. This does not, however, prevent the study of illegal acts in themselves. Nor does it require the classification of research which involves inadvertent unlawful acts as necessarily ‘unethical’. Care should be taken to ensure that the good name of the School and the University are not adversely affected by illegality.

Supervision
The function of a supervisor, in relation to ethics, is to take reasonable care to ensure that the student’s research is carried out in an ethical manner. In practical terms, the supervisor should be satisfied that the student has given full and proper consideration to any significant ethical dimensions in his or her work, and resolved any ethical problems satisfactorily. This responsibility does not remove or weaken the primary responsibility of the student for the ethical dimension of his or her work.

University Ethics Review Policy
It is Keele University’s policy that all student projects (including postgraduate dissertations) that involve human participants must be subjected to ethics review. The University defines a ‘project involving human participants’ as one that contains one or more of the following elements:

a) experimentation on human beings;

b) the observation of human beings for the purposes of a student project;

  c) the recording, storage, or use of personal data for use in a student project. Personal data for these purposes includes all information (which is not already in the public domain) about existing individuals or about those who have died within living memory.
Typical SPIRE Postgraduate Dissertations
Broadly-speaking, dissertations undertaken on SPIRE’s taught postgraduate programmes tend to be one of two types:

1. Most do not involve human participants, but are, for example, theoretical, literature-based, or comprise documentary projects on sources already in the public domain. They thus do not normally require ethics review.

2. SPIRE projects that do involve human participants have typically (albeit not exclusively) included interviews, employed questionnaires, or engaged in participant observation. All such projects MUST be subjected to ethics review and that review must be undertaken BEFORE any research is undertaken.

SPIRE has established procedures to determine which of these two broad categories a specific dissertation falls into and to ensure that those that do involve human participants are subjected to the ethics review required by the University.

SPIRE Ethics Review Procedure for Postgraduate Dissertations
The Process

i. Students should complete the ethics approval form (available on the Dissertation module’s KLE page), in consultation with their supervisor, who will make clear the importance of submitting a complete and coherent form.

ii. The application form and required supplementary paperwork must be submitted electronically to the SPIRE Student Project Ethics Committee (SPEC) Chair (Dr Elisabeth Carter, e.carter@keele.ac.uk) and to the relevant SPEC Administrator. For PGT students, it is Kath Ainsworth (k.s.ainsworth@keele.ac.uk). That Administrator should also be provided – for onward transmission to the SPEC – with a hard copy signed by the student and supervisor.

iii. The application will be assessed by the Ethics Committee meeting, or if appropriate via Chair’s Action. Thereafter, the Chair will communicate the Committee’s decision to the supervisor and student. This will normally comprise one of the following

   a. The paperwork has been approved and the project may thus proceed.

   b. The project may proceed, subject to specific amendments having been made and approved.

   c. The proposal has been rejected.

iv. Where approval is subject to amendments, students should contact their supervisor to discuss the required revisions. The revised paperwork will need to be submitted electronically (as above). Where School of Politics, International Relations and Philosophy (SPIRE) revisions are required to the application form, a signed hard copy of the latter will also need to be submitted to the SPIRE office. No research involving human participants may be conducted until the revisions have been approved.

v. Where the proposal has been rejected, students should contact their supervisor to discuss whether to proceed with research involving human participants. If it is decided to do so, a complete set of revised paperwork must be resubmitted electronically AND as a signed hard copy to the SPIRE office. (See point II above.)

vi. The Ethics Committee will keep a full record of all forms and projects being undertaken. This includes the original signed paperwork, a copy of which will be returned to the student.

vii. All students who have obtained ethics approval must attach to their dissertations (or other
coursework for which ethics approval has been granted) an appendix containing a copy of all the relevant documentation. This should include the application form; approved information and consent sheets; the S-SPEC letter confirming (conditional) ethics approval, as well as the other documentation utilised for the ethics approved element of the research (e.g. focus group questions; questionnaire etc.).

**Student Non-Compliance with the Ethics Review Process.**

In accordance with University policy, an ethics offence takes place if the student’s project requires but has no prior School ethics approval, or if the project deviates substantially from what was approved by the School Student Project Ethics Committee (or equivalent).

Ethics offences are taken seriously and can have very serious consequences, including failing one’s degree.

### 13. GROUPS AND SOCIETIES

#### 13.1. Research Seminars

The School runs research seminars and workshops periodically, presented by members of staff, research students, and visiting researchers. All graduate students are strongly encouraged to attend these seminars as part of their general postgraduate training and are required to do so when on topics directly related to their programme. We will let you know of these seminars, by e-mail and posters.

#### 13.2. World Affairs Group

The World Affairs Group meets weekly on Thursday evenings at 19.30 hours under the auspices of SPIRE. Its organizer is Mr Owen Powell, a former student in the old Department of International Relations. The Group attracts a wide variety of academic and other speakers to its meetings addressing topics of current international interest attended by citizens from the local community in Stoke-on-Trent and beyond. MA/MRes students are welcome to attend by arrangement with Mr. Powell. For further information see: http://www.keele.ac.uk/keeleworldaffairs/

#### 13.3. Keele Postgraduate Association (K.P.A.)

The K.P.A. is an association of postgraduates. The KPA states: “When you arrive at Keele you automatically become a member and are entitled to use our facilities. The K.P.A. is a postgraduate run organisation with annual elections and an appointed general manager. We are here to represent the large proportion of postgraduates at Keele and to help with any academic or welfare problems you may encounter during your stay with us. We also offer a bar, hot and cold food, lounge and TV, pool table, meeting room and soon to be opened computer resource area. We organise special events and have a Saturday BBQ during the summer.”

You can find us directly behind the Students Union building at the Entrance to Horwood Hall. If you need help finding us, just ring (7)34228.

### 14. CAREERS and EMPLOYABILITY

Careers and Employability is situated within Student Support and Development Services (SSDS) which is on the ground floor, Walter Moberly Building (situated between the Chapel and Hornbeam Building. Enter by the top side entrance close to the flag poles). Please go to room WM0.35

- you are welcome to use the service as soon as you wish to http://www.keele.ac.uk/ssds/

- Remember too to check our Careers notice boards regularly for careers information.
SECTION B

15. MA/MRES PROGRAMMES WITHIN SPIRE

15.1 STAFF ROLES AND RESPONSIBILITIES

Head of School: Professor Bulent Gokay
Director of Learning and Teaching: Dr Jon Herbert
MA/MRes Programme Director: Dr Philip Catney
Convenor of School Staff/Student Liaison Committee: Dr Philip Catney
Academic Conduct Officer: Dr Monica Mookherjee
Dissertation Co-ordinator: Dr Philip Catney

15.2 POSTGRADUATE ADMINISTRATOR’S OFFICE

The Postgraduate Coordinator’s Office CBA1.028 is the main channel of communication between the School and students outside of teaching. In particular the Postgraduate Administrator deals with all administrative matters, such as essay submission and enquiries.

15.3 MODULE GUIDES

For each module you are provided with a module document in which you will find the following:

- The module co-ordinator and other participant tutors and their offices.
- A module description, which summarises the module and sets out the aims and objectives of the module.
- Details of the teaching and assessment methods.
- A study programme which will incorporate either a detailed list of all lecture titles, their times and dates, and the name of the lecturer giving each of the lectures or the arrangement of seminar topics. Where appropriate, tutorial or workshop topics may also be given along with suggested issues for discussion.
- A list of readings for each topic, which will distinguish, where appropriate, whether the reading is essential, further or introductory and whether material is available in the Nuffield Library.
- A list of essay titles with clear information about assessment methods and deadlines.
- Additional information and reminders about bibliographies, referencing, examinations and so on.
- The module document should give you a clear indication of the purpose and content of the module and serve as a basis for your private study as well as offering clear information about lectures, tutorials/seminars/workshops.

(For the credit weighting, prerequisite modules and excluded combinations, where relevant, please consult the Student Handbook, issued by the University).
15.4 POSTGRADUATE STUDY IN SPIRE

SPIRE currently offers six specialised pathways to a Masters in Politics and International Relations.

- **Diplomatic Studies**
  http://www.keele.ac.uk/spire/postgraduate/diplomaticstudies/

- **Environmental Politics**
  http://www.keele.ac.uk/spire/postgraduate/environmentalpolitics/

- **European Politics and Culture**
  http://www.keele.ac.uk/spire/postgraduate/europeanpoliticsticulture/

- **Global Security**
  http://www.keele.ac.uk/spire/postgraduate/globalsecurity/

- **International Relations**
  http://www.keele.ac.uk/spire/postgraduate/internationalrelations/

- **Political Parties and Elections**
  http://www.keele.ac.uk/spire/postgraduate/politicalpartiesandelections/

Our postgraduate learning and teaching is designed to let you develop specialised knowledge in your chosen field whilst gaining a solid grounding in relevant social science theories, approaches and research skills. You will take three core modules and four optional modules and complete an independent dissertation project. The course can be completed full time (one year) or part-time (two years) and provides many opportunities for working closely with academics and fellow students in a friendly, research-oriented environment.

All six pathways can be taken either as an MA (Masters of Arts) or an MRes (Masters of Research). An MA offers more subject-based study and less research training than an MRes degree. The MA is therefore more suited to students who wish to continue their studies beyond undergraduate level and to develop an in-depth understanding of a particular aspect of Politics and International Relations.

The MRes includes a substantial research training component. It is specifically designed to provide students with the skills necessary to pursue further research after their Masters, either in a PhD or in employment where research skills are particularly important. You will take three core modules and three optional modules and complete an independent dissertation project.

Other Masters courses:

- **MA in Dialogue Studies**
- **MPhil in Philosophy**
- **MA in Human Rights, Globalisation and Justice** (taught with Law)
- **MSc in Environmental Sustainability and Green Technology** (taught with Natural Sciences)
15.5 SUMMARY OF MODULES OFFERED BY THE SCHOOL 2013/2014

MODULE GUIDES in the Keele Learning Environment (KLE)
For each module, a module guide has been placed in the web space for the module within Keele’s virtual learning environment (KLE) http://students.keele.ac.uk/. This document will give you a clear and comprehensive indication of the purpose, content and aims of objectives and assessment of the module and serve as a basis for your private study as well as offering clear information about lectures, tutorials and workshops.

SUMMARY OF MODULES OFFERED BY THE SCHOOL OF POLITICS, INTERNATIONAL RELATIONS AND PHILOSOPHY AY2013/2014

AUTUMN SEMESTER

CORE MODULE

PIR-40110 POWER, KNOWLEDGE AND THE WORLD
MODULE COORDINATOR PROFESSOR TIM DOYLE
All disciplines falling under the banner of politics and international relations share similar considerations in approaching the questions of what to study and how to study. This module provides an overview of the philosophies, assumptions and approaches underlying the study of politics and international relations topics. It examines the academic contexts in which the disciplines of politics, international relations, diplomatic studies, global security and environmental politics have developed and changed, and how these contexts shape our understandings of these areas. It considers our understandings of what knowledge is, and the importance and priorities afforded to certain kinds of knowledge, and how these questions are bound up with the power structures implicit in historical and contemporary world politics. It considers how these power structures shape the common categorisations, such as nations, race, class and gender, within which we develop our understandings of all areas of politics and international relations. It provides an advanced-level introduction to different methods of approaching the generation of knowledge currently practised within the School: analysing the assumptions underlying competing philosophical and methodological approaches to the study of these key subject areas in politics and international relations.

PIR-40121 LEARNING & RESEARCH SKILLS
(CORE MODULE FOR MA IN DIALOGUE STUDIES STUDENTS)
MODULE COORDINATOR PROFESSOR CHRIS BAILEY
This module provides guidance to learning and researching at the postgraduate taught level. It introduces students to methods of critical analysis, making and sustaining arguments, essay planning, and research design. It is intended primarily for students with little recent experience of the British Higher Education system.

All students who have not been in continuous education at a UK Institution are unless exempted required to attend the first four weeks of this module on a non-credit basis as part of SPIRE’s induction programme.

PLUS TWO OPTIONAL MODULES

OPTIONAL MODULES MAY INCLUDE

PIR-40080 ENVIRONMENTAL DECISION MAKING
MODULE COORDINATOR DR PHILIP CATNEY
This is an optional module for the MSc Environmental Sustainability and Green Technologies and the various MA/MRes in Politics and International Relations pathways. It aims to provide students with an overview of key concepts, debates, processes and discourses in relation to decision-making on complex technologies. Issues such as GM crops, wind-farms and nuclear energy have provoked significant controversy, and protest. Battles over these issues have posed problems for policy-makers and raised questions about the balance between public involvement and expert knowledge in decision-making. Students will prepare a detailed research report on a complex
technology, assessing the interests at stake, the political actors and the consequences of policy-
decisions.

PIR-40088 THE THEORY OF GLOBAL SECURITY
MODULE COORDINATOR DR BARRY RYAN
This module offers an introduction to the analysis of global security. It exposes students to the
main theoretical traditions through which security has been understood since the end of World War
2 and focuses in particular in the post Cold War period. The module allows students to understand
how shifting conceptions of security are allied to shifting understandings of the state, society, the
economy, and culture. It begins with the analysis of traditional understandings of security arising
from classical International Relations theory and then focuses on what is known as Critical Security
Studies. The course will allow students to engage critically with contemporary debates on security
studies.

PIR-40093 THE CHANGING INTERNATIONAL AGENDA
PROFESSOR JOHN VOGLER
The Changing International Agenda offers an in-depth critical assessment of the development,
change and nature of the international system since the close of the Second World War. This
period has witnessed radical shifts in the nature of the international system, such as the rise and
fall of the Cold War, the birth of the UN, European decolonisation and the ‘war on terror’. Adopting
a primarily empirical approach, this module explores the reasons underlying these transformations,
and addresses issues of how we talk about the international system itself. Its analysis starts with
the policies made within states or non state actors, but it examines the ways in which policy
makers are constrained by the international system, and how the international system shapes what
is possible. Does globalisation, for example, make nation states irrelevant? It goes on to examine
key debates in international relations, such as the legitimacy of humanitarian intervention or the
meaning of the ‘war on terror’, that serve to question the contemporary nature of the international
system.

PIR-40096 COMPARATIVE EUROPEAN POLITICS
PROFESSOR RICHARD LUTHER/DR ELISABETH CARTER
Informed by classic and contemporary theoretical and empirical approaches to comparative
politics, this module considers the nature and role of fundamental political structures in Europe
(including political parties, executives and legislatures) and explores the ways in which these
structures, and the actors within them, interact. It also examines the processes of socio-political
and electoral change (such as declining political loyalty, falling turnout levels and decreasing trust
in parties and democracy) and it assesses the consequences that these changes have had on
European politics and democracy, and the challenges these changes pose to states, institutions
and citizens. This is a 15 credit module, taught in ten two-hour weekly seminars in which students
have the opportunity to gain further experience of group discussions and oral presentations. It is
assessed by way of one 4,000 word essay in which students examine a particular topic/question
comparatively and in depth. The essay enables students to develop their ability to engage in
advanced independent research and to further enhance their written communication skills.

PIR-40098 ENVIRONMENTAL MOVEMENTS: NORTH AND SOUTH
PROFESSOR TIM DOYLE/DR BRIAN DOHERTY
Environmentalism has a good claim to be the most successful social movement of the modern era.
Environmentalist ideas that were once seen as marginal or extreme are now mainstream in
national and international politics: green parties have become established in many parts of the
world, particularly in Europe where they have been part of national governments, environmental
groups such as Greenpeace have increased their support and resources in the industrialized
countries to a position where governments cannot afford to ignore them; and in the global South
thousands of environmental groups have emerged in recent decades, usually engaged in local
struggles to defend livelihoods against development but often linked to international politics
through transnational networks. This suggests a picture of a global movement on an ever-upward
trajectory of power but while environmentalism has undoubtedly grown in strength, it would be
misleading to project this with any confidence into the future. The growth of environmentalism has
seen a significant diversification in strategies and ideology and the differences between different
types of environmental groups remain significant, as do the cross-national varieties of
environmentalism, undermining the idea of a unified global environmental movement. Furthermore as environmental ideas are taken up by states and business, those who see environmental movements as too institutionalised to be able to respond to new ideas or unable to show how they will be able to transform society have questioned its purpose. This module will provide an overview of the evidence and debates about environmental movements in both North and South. Beginning with an examination of the historical background, it shows how environmental groups are difficult to define as a single movement. Although some groups have institutionalised, new grassroots groups have also emerged in both North and South - using protest and a challenge to power to pursue more radical agendas. The study of environmental movements and environmentalism draws in particular on theories of protest and social movements, which are mainly concerned with explaining why movements arise, how they mobilize, why they chose particular forms of action, and assessing their success or failure. However, the module also concerns with the development of green ideas over time and thus we also try to assess the contributions made by different types of environmental movement to the development of a green identity and political agenda.

PIR-40103 DIPLOMATIC LAW
DR LORNA LLOYD
This module understands diplomacy to be the means whereby states communicate and attempt to adjust their relations. Without such an arrangement, inter-state relations as we know them would not be possible. Accordingly, the course considers the nature of diplomacy, the environment within which it operates and the law that governs its conduct. In these ways, the course will illuminate why the legal framework for diplomacy is so important; highlight the various ways in which states may have official relations with each other; explain the reasons why states maintain resident missions; and make clear the significance of the work of resident diplomats. Those who are members the diplomatic profession, or who wish to enter it, will gain a deeper understanding of the nature of that work; and anyone who becomes involved in a career that involves dealing with diplomats or legal matters will find that the course stands them in very good stead.

PIR-40106 DIMENSIONS OF ENVIRONMENTAL POLITICS
DR BRIAN DOHERTY
This module aims to provide students with an overview of key concepts, debates, processes and discourses in relation to the political dynamics of ‘the environment’. It aims to be a broad introduction to the main facets of environmental politics and covers a substantial amount of ground in a relatively short amount of time. It therefore provides breadth rather than depth. The aim is that students will gain a good general understanding across the field, which will prepare them to specialise in greater depth in one or more areas in other optional modules and their dissertation. Students will explore the following three key questions in environmental politics: - How did ‘the environment’ come to be seen as a political question? - How have political institutions responded to what have been called environmental problems? - What are the challenges such problems individually or collectively pose for existing political structures, institutions, and practices, and the theoretical presumptions underlying them? Students will also have the opportunity to develop their research and communication skills by delivering Powerpoint presentations and participating in weekly debates.

PIR-40108 APPROACHES IN DIALOGUE
(CORE MODULE FOR MA IN DIALOGUE STUDIES STUDENTS)
MR KYRIL DREZOV
This module will introduce students to range of approaches to dialogue through analysis of key concepts, debates and positions about multiculturalism, political community and citizenship in Britain and other national contexts. It will explore social, demographic and political issues in the recent (1945-present) history of immigration in Britain including public and political debates about diversity during this period. The module will critically review British national state policies for the management of diversity since 1945, focussing on their ideological underpinnings (including multiculturalism, integration and cohesion). Current political and theoretical debates about multiculturalism, citizenship and cohesion will inform analysis of the limits and possibilities for dialogue. The module will focus primarily on the UK and specifically the British context. However, select case studies from other national contexts (e.g. Yugoslavia, South Africa) will be drawn upon to critically explore opportunities for, and barriers to, conflict resolution and peace building.
SPRING SEMESTER
CORE MODULES

PIR-40122
PERSPECTIVES IN POLITICS AND INTERNATIONAL RELATIONS
MODULE COORDINATOR DR HELEN PARR

Each of the pathways in Politics and International Relations has its own areas of interest and specialism. Students taking the pathway in International Relations, for example, may have an interest in competing theories of explanation in world politics; those specialising in Global Security in terrorism, piracy or the new technologies that monitor and govern everyday lives. For students examining European Politics and Culture, the political systems of Western Europe, or the meaning and identity of ‘Europe’ may provide your main area of interest; Environmental Politics students could prefer to concentrate on the politics of climate change, or of taking environmental action, whereas Diplomatic Studies students may take an interest in the processes and laws that underpin diplomatic behaviour. Through taking this module, students will be able to develop their specialist knowledge of their pathway. The module will guide students through the process of identifying, developing and justifying their research proposal for their dissertation, on a topic of their choosing in their pathway. Working in large and small groups with a specialist tutor, students will be enabled to pursue their particular interest in their topic, and will be provided with the opportunity for group discussion and for individual discussions with their tutor on their, and other, topics pertinent to the pathway. All in all, the module offers the opportunity critically to engage with specialist knowledge in pathway specific topics, as well as to develop academic skills necessary to undertake a research dissertation in a pathway specific area.

PIR-40095 RESEARCH IN ACTION
DR ELISABETH CARTER

How is advanced research in the social sciences designed and conducted? How do researchers make up their minds about what research designs to select and what evidence gathering methods to use? How do they deal with potential ethical issues that may arise? How to they overcome the many obstacles that beset practical research? And after all that, how do they interpret, analyse and evaluate the results of their research? This module seeks to address these questions by providing an in-depth and hands-on advanced introduction to research design and evidence gathering in the social sciences. It provides students with an overview of different research designs and approaches to data gathering, examines the ethical issues involved in conducting research, and acquaints students with examples of researchers currently engaged in work that uses a range of leading-edge research methods. It then offers students an opportunity to design and conduct their own small-scale practical research task and to later reflect upon their choices of research design and methodology and their experiences of hands-on research. This module is a 15 credit module and is assessed by way of a 4,000 word reflective report on the chosen research task. This report should detail what task was chosen, why it was chosen, how it was designed, how it was carried out, and what problems were encountered. Students should also offer preliminary thoughts about what the results might show. The module offers students the opportunity to further develop a whole range of employability skills, including their team working and leadership skills, their communication skills, their information handling skills, their research skills, and their problem solving skills. It is therefore aimed both at students intending to go on to further academic study and at those wishing to embark on professional careers in which research skills (including the collection and understanding of data) are crucial.

PLUS TWO OPTIONAL MODULES

OPTIONAL MODULES MAY INCLUDE

PIR-40090 CONTESTING INTERNATIONAL RELATIONS
MODULE COORDINATOR DR BARRY RYAN

Perspectives in International Relations aims to explore international relations through a series of theoretical windows. It seeks to interrogate how the political sphere has fared against contesting perspectives such science, law and economics which have offered alternative visions of the
international. It does this through asking the participant to engage with a number of questions that penetrate to the core of what it is to be a citizen in a globalized environment - How can we account for the existence of rival theories of international relations? What is the opposition between community and anarchy expressed in competing theories? What is the current tension between traditional and critical theories? How can an individual emerge from these perspectives with an ethical and informed understanding of power in international relations? By engaging with these questions, the module will survey the main theoretical traditions that guide contemporary research, assess the merits of these traditions, and allow students to pursue literatures relevant to their own research. The module is especially intended to allow students to identify and articulate research problems and engage in the critical evaluation of research claims and scholarly argumentation.

PIR-40094 DIPLOMATIC PRACTICE
DR LORNA LLOYD
Diplomats are the instruments through whom states communicate and attempt to adjust their relations; diplomacy is the skill (or art) and techniques used in this endeavour. The practice of diplomacy is thus of considerable importance for the modern world and this course seeks to understand its practice. The core tutorials concentrate on analysing the role of diplomats in the making and execution of foreign policy and examines at the evolution of diplomacy over the last century in the twentieth century and the major challenges that face it in the twenty-first century. In consultation with the course tutor, students will then chose their a topic for their research paper and, by making a tutorial presentation on it, will have the opportunity to obtain feedback and suggestions from the course tutor and fellow students. Those who are members the diplomatic profession will gain a deeper knowledge of the nature of their work, and anyone entering a career requiring diplomatic skills should find the course useful. It will also interest those interested in learning more about how states communicate.

PIR-40102 APPROACHES TO EUROPEAN INTEGRATION
DR HELEN PARR
This module aims to examine the phenomenon of European integration from different methodological perspectives. Hence, it provides students with advanced cross-disciplinary approaches to the development and implications of European integration. It begins with an examination of the history of European integration. Then, adopting the perspective of ‘europeanization’, the module explores the implications of integration for member states and for Europe itself.

PIR-40104 READING WAR
MODULE COORDINATOR DR LINDA ÅHÅLL
How do we and how can we understand war? This module offers an advanced introduction to the analysis of main themes on the study, interpretation and politics of war. The module complements the Autumn-semester module The Theory of Global Security. However, the previous course is not a pre-requisite. The module frames the study of war (defined in its broadest sense) around a number of critical interpretations of International Relations based on ideas about time, culture and space. Based on an assumption that war is the foundational problem of all international politics, the module not only traces the themes of peace and conflict through other sites of global politics, such as poverty, ethics, violence and the environment, environment but also through alternative political expressions in/during/of war such as fictional literature, film and television programmes, autobiographies, poetry, art, music, computer-games, war photography etc. In other words, an expansive understanding of the ‘political’ is assumed in which text, film and other forms of political expression, both historical and contemporary, are examined and discussed. By doing this, the module offers an opportunity for students to deepen their theoretical awareness of the conceptual and political problem of war. Moreover, in order to facilitate high-quality research-led teaching, the module is team-taught to offer exciting tools for different ways of reading war. The module has three main sections: Reading War through TIME; CULTURE; and, finally, SPACE. All sections offer both methodological and theoretical tools for analysis in order to facilitate in-depth critical engagement with the topic of war. Crucially, the module promotes a student-based, self-directed study of critical International Relations theory which means that students are expected to actively participate and, occasionally, lead teaching sessions.
PIR-40107 THE EU AND THE GLOBAL COMMONS
MODULE COORDINATOR PROFESSOR JOHN VOGLER
The European Union has now become a major player in international environmental politics and is widely seen as the principal protagonist or partner of the United States and the developing world in the search for a new global climate regime, the protection of the oceans, of biodiversity and a range of other critical ‘global commons’ issues. It is, however, not a state but a unique and complex political entity where competence for the making of environmental policy is shared between Member States and the Union. Since the 2009 Entry into Force of the Treaty of Lisbon, this relationship has changed significantly as institutions adapt. This module provides a way of understanding the Union's role in world environmental politics and the difficulties under which it labours, as demonstrated for example at the 2009 Copenhagen climate conference. It also provides a way into the discussion of a global commons issues. A notable feature of the module is that it will equip students to undertake independent research on the European Union using the many on-line facilities that are now available.

PIR-40111 ENVIRONMENTAL DIPLOMACY
MR DAVE SCRIVENER
This module enables students to acquire in-depth expertise in a small number of international environmental problems that particularly interest them, while developing the ability to analyse environmental cooperation processes overall through the weekly seminars that cover a wide range of case studies in how states and other actors have tried to grapple with common and shared problems. The module examines a range of case studies in international cooperation on common and shared problems related to environmental protection and sustainable utilisation of natural resources. These include, for example: tropical deforestation, transboundary and straddling fish stocks, elephants and rhinos, the great whales, acid rain, the ozone layer and climate change, persistent organic pollutants, and the global trade in toxic waste. The module is run through 12 two-hour seminars (one each week). Some are led by the Tutor, who gives a short lecture on the topic(s) of the week prior to leading a plenary discussion. After a few meetings, seminars are then organised around individual oral presentations delivered by students, who will assume responsibility for leading the subsequent discussion in class, with guidance from the Module Tutor. The module is supported by a very large module website hosted within the University's "Keele Learning Environment" which points students towards relevant sources for their work.

PIR-40117 COMPARATIVE PUBLIC MANAGEMENT REFORM
DR PHILIP CATNEY
Reforming the machinery of government has become a central focus of policy agendas since the 1980s. With the goal of achieving greater efficiency and responsiveness, public bureaucracies and public services have been reformed in line with New Public Management (NPM) inspired ideas. NPM ideas - advocating the incorporation of market-based measurement and incentive schemes into the public sector - have captured the political imagination in various industrialised countries. While a broad movement of ideas associated with NPM can be identified, the impact of these reforms has varied in impact across different countries. Such variations can be explained by many factors such as the nature of pre-existing political settlements, domestic political debates, institutional structures. This module will examine the reform of public administration generally, and debates over NPM (and challenges to it) in particular. The module covers key aspects of governmental reform agendas (privatisation, civil service reform, performance management etc) in a comparative manner to help students understand the complexities and challenges of achieving public management reform. While the module is focused on the implementation of public management reform in Western nations, students will gain insights from this module which are important for evaluating the impact of such reforms in other countries.
15.6 LANGUAGE OPTIONS AVAILABLE TO MA/MRES STUDENTS
A large range of language options (taught by the Department of Modern Languages) are available to MA/MRes students.

**Chinese**
*Level 5 and 6*
http://www.keele.ac.uk/llu/modernlanguages/languagecourses/chinese/

**French**
*Level 3 to level 10*
http://www.keele.ac.uk/llu/modernlanguages/languagecourses/french/

**German**
*Level 3 to level 10*
http://www.keele.ac.uk/llu/modernlanguages/languagecourses/german/

**Spanish**
*Level 3 to level 8*
http://www.keele.ac.uk/llu/modernlanguages/languagecourses/spanish/

**Russian**
*Level 3 to level 6*
http://www.keele.ac.uk/llu/modernlanguages/languagecourses/russian/

**Japanese**
*Level 3 to level 6*
http://www.keele.ac.uk/llu/modernlanguages/languagecourses/japanese/

Students wishing to take one of the language modules should consult the MA/MRes Programme Director to get approval. Students also need to approach the Department of Modern Languages to get details of the module and their permission to take it. For all the language courses registration will take place at the Language Fair on Tuesday 1st and Wednesday 2nd October between 10.00am and 4pm in the Chancellor’s Building Exhibition Suite.

For enquiries about the courses please contact the Modern Languages office by email languages@keele.ac.uk, telephone 01782 733961.
All the SPIRE staff wish you an enjoyable, interesting, and successful time as a student in this School.

We are receptive to any suggestions as to how this Handbook might be improved for the future and would be grateful if you would pass on any ideas you have.

FIRE ACTION
On Discovering Fire

Always Raise the Alarm at Once
It is of the utmost importance that persons in a building, which is on fire, should be given warning. Use the fire alarm where there is one. Operating the fire alarm does not call the fire service so:

Always Call the Fire Service at Once
By telephone, key 9-999. Give the correct address. Make certain your message is understood. Telephone 888 for internal assistance.

Always Evacuate the Building at Once on Hearing the Alarm
a. Senior staff present must take charge
b. Close windows and doors
c. Alert occupants of adjacent and opposite rooms
d. Leave the building by the nearest available door. Close all doors as you go.

**
Designated First Aider Paula Hughes ext. 33088
First Aid Box Situated in the SPIRE Office, CBA1.017
Fire Steward Laura Barcroft ext. 34346

The University’s Codes of Practice can be found on http://www.keele.ac.uk/regulations/

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