



**UNIVERSITY OF  
LIMERICK**  
OLLSCOIL LUIMNIGH

**Department of  
Politics and Public  
Administration**

**Taught  
MA Handbook  
2021-22**

*Faculty of Arts, Humanities and Social Sciences*  
*Dámh na nDán, na nDaonnachtaí agus na nEolaíochtaí Sóisialta*





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### **Taught MA Handbook 2021-2022**

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## IMPORTANT NOTICES

### UNIVERSITY OF LIMERICK REGULATIONS

University regulations are regularly updated. The information contained in this handbook is accurate at the time of writing. Should UL regulations conflict at any time with information contained in this handbook, they (UL regulations) take priority.

### MODULE AVAILABILITY

This handbook contains details of the range of postgraduate modules offered by the Department of Politics and Public Administration. Students should note that we cannot guarantee that each module is offered every year for reasons of faculty availability and student numbers. In addition, new modules are regularly created in order to reflect faculty expertise.

KEY DATES FOR ACADEMIC YEAR 2021-2022	
Autumn Teaching Term	06/09/2021 to 26/11/2021
Autumn Examinations	04/12/2021 to 18/12/2022
Spring Teaching Term	24/01/2022 to 22/04/2022
Spring Examinations	02/05/2022 to 16/05/2022
Dissertation submission deadline	16/08/2022 at 12 noon

You can find the University's Academic Calendar here:

<https://www.ul.ie/academic-registry/academic-calendar-202122>

For the latest UL Covid advice, course delivery information and learning online ,visit

<https://www.ul.ie/covid/ul-new-and-existing-students>



***A WELCOME MESSAGE FROM  
Conor Little  
(Chair, PPA Graduate Committee)***

Welcome to the Department of Politics and Public Administration. This booklet is intended to help you to navigate your programme of study and our Department.

Postgraduate students are an important and growing part of the Department's diverse community, which comprises students, staff, and alumni, and which has national and international links to communities, policymakers, and researchers.

In 2021-2022, we are offering the following taught postgraduate programmes, which are supported by the research expertise of our faculty:

- Master of Arts in Politics
- Master of Arts in European Politics and Governance
- Masters in Public Administration
- Master of Arts in International Studies
- Master of Arts in Peace and Development Studies
- Master of Arts in Community Research + Development
- Specialist Diploma in Community Engagement

In addition, we offer a PhD programme, a Structured PhD in Politics, and we supervise students on the faculty's International Structured PhD programme.

We urge you to participate fully in the life of the Department. We hold a weekly research seminar at which faculty, PhD researchers, and visiting scholars present their research. You are encouraged to attend these seminars to learn about and discuss new and emerging research within and beyond the Department.

Students also contribute to the running of postgraduate programmes. A representative is elected from each programme and from among the PhD researchers and they take part in the Graduate Committee that meets each semester.

If you cannot find an answer in this booklet to a question or problem that arises, you should feel free to contact your Course Director or any other faculty member, or your student representative on the Graduate Committee.

We wish you a very happy and productive academic year.

Conor Little  
E: [conor.Little@ul.ie](mailto:conor.Little@ul.ie)



## KEEPING IN TOUCH

We expect students to keep themselves informed about events in the Department.

The PPA website [www.ul.ie/ppa](http://www.ul.ie/ppa) is where you can find information about your courses, your lecturers and events within the Department.

You can also find us on [twitter](https://twitter.com/POLITICSUL) @POLITICSUL and [Facebook](https://www.facebook.com/PPALimerick/) [www.facebook.com/PPALimerick/](https://www.facebook.com/PPALimerick/)

The Department office (F1-018) is open 9am-4pm Monday to Friday. The Department Administrator (Elaine.Berry@ul.ie) will be pleased to help you. The Department office is also the place to leave written communications with your lecturers. At present the office door is closed due to Covid 19 restrictions, so contact the lecturer or faculty member directly by email for advice.

All members of faculty hold weekly office hours, at which they are available to students. These times vary each semester as a result of timetabling changes; you can find an up-to-date list in the Department office.

You can contact your lecturers directly by email. The UL address pattern is usually:

**Firstname.Familyname@ul.ie.**

Each Masters programme has a Course Director, who has overall responsibility for the running of the programme. You should contact the Course Director for your programme about any problems or queries that you have regarding your studies that you cannot resolve with your lecturers.

These Course Directors are:

- **Masters in Politics**  
Conor Little (Conor.Little@ul.ie)
- **MA European Politics and Governance**  
Frank Haege (Frank.Haega@ul.ie)
- **MPA Public Administration**  
Bernadette Connaughton (Bernadette.Connaughton@ul.ie)
- **MA International Studies**  
Owen Worth (Owen.Worth@ul.ie)
- **MA Peace and Development Studies**  
Scott Fitzsimmons (Scott.Fitzsimmons@ul.ie)
- **MA Community Research + Development**
- **Specialist Diploma in Community Engagement**  
Maura Adshead (Maura.Adshead@ul.ie)



## HAVING YOUR SAY: THE GRADUATE COMMITTEE

The Department has a Graduate Committee to help us to manage the activities of graduate students, both taught and research. Every year, each MA programme elect or select a student representative to sit on the Committee, as do the research postgraduate (PhD) students.

### FUNCTION

The Committee has four main functions:

- To formulate policy in accordance with the Department's as well as the University's teaching objectives;
- To evaluate and monitor postgraduate teaching and research student supervision;
- To respond to external processes that impact on postgraduate education;
- To exchange information.

The Committee determines all policies on Graduate matters and procedures, etc. Sometimes its decisions are subject to approval by Head of Department, or the Departmental Committee, or by the University.

### COMPOSITION

The Committee is normally comprised of:

- The Chair;
- Directors of all the Masters degrees administered by the Department ;
- Head of Department (all *ex officio*);
- One student representative from each taught postgraduate programme, and a representative from the research student community.

These are the full and permanent members, who are expected to attend. In addition, every full-time member of staff, or any member of the Department staff teaching at graduate level course, is entitled to attend (occasionally someone comes for a meeting or an item).

The minutes are sent to all staff in the Department, and copies are available on Shareportal.

The student representatives are elected each academic year. A person may serve more than once. If no candidates for election appear, the representative should be co-opted. The Committee should always include a female representative from the postgraduate student body.

Meetings are held at least twice a year, with at least one meeting each semester.

## **RESPONSIBILITIES OF THE GRADUATE COMMITTEE**

The Chair takes the lead in revising policies or initiating new policies. In this capacity the Chair should always put up full and detailed papers for discussion, and require others to do so as well. The Chair has to report decisions of the Committee to relevant bodies such as the Department meeting.

The Committee also has an important role in exchanging information. It gives the Chair the chance to publicise practices and procedures he/she wishes to promote. It is also one of the formal channels for student complaints. Information given in the Committee circulates throughout the Department via the minutes.

The Committee, through the Chair, is responsible for surveying MA students on their experience each year, and for reviewing all MA modules taught in the Department on a periodic basis. Results of these surveys should be reported to the Head of Department and to the Departmental Committee.

## **THE ROLE OF THE STUDENT REPRESENTATIVE**

The Class Rep's task is to represent the views of students on his or her MA programme to the Course Director and the Graduate Committee. This involves attendance at the Committee meetings and acting as the formal means of contact by which Faculty will seek to gather information and/or opinions from the students on each programme. It also involves acting as the spokesperson for the students on the programme, channelling their concerns to the Course Director and Graduate Committee, and occasionally canvassing student opinion. The Class Rep may also be asked to help with the organisation of any study trips organised, although the Course Directors take primary responsibility for this.



## DEPARTMENT FACULTY



**Owen Worth** BA, MA, PhD

**Head, Department of Politics and Public Administration**

**Telephone:** 353 (0)61-202635

Owen Worth (BA, MA, PhD) is the Head of Department of Politics and Public Administration at UL. Since arriving at UL in 2003, Owen has taught courses in International Relations, International Political Economy, Development Studies and European Politics at both undergraduate and post-graduate levels. His research interests focus on the nature of power, class and in particular the role of hegemony in Global Political Economy and in Global Political Society. He is the author of *Hegemony, International Political Economy and Post-Communist Russia* (Ashgate, 2005), *Resistance in the Age of Austerity: Nationalism, the Failure of the Left and the Return of God* (Zed Books, 2013), *Rethinking Hegemony* (Palgrave, 2015) and *Morbid Symptoms: The Global Rise of the Far Right* (Zed Books). He has a chapter in the book *Post-capitalist Futures* and published work in a number of journals across the spectrum of Global Politics having also co-edited a number of other books. He also currently chairs the editorial board (Managing Editor) for the journal *Capital and Class*.



**Maura Adshead** BA, MA (Limerick), PhD (Liverpool)

**Telephone:** 353 (0) 61-213429

**E-mail:** Maura.Adshead@ul.ie

Maura is Associate Professor in the Department of Politics and Public Administration at the University of Limerick. Prior to her appointment in Limerick, she carried out research and taught in the universities of Dundee, Liverpool, Essex, Galway and Dublin. Her research interests focus on Irish politics and public policy, comparative studies of public policy, policy change, and EU involvement in the policy process in European states. She is author of *Developing European Regions?* Ashgate, 2002, co-author (with Jonathon Tonge) of *Government and Politics in Ireland. Unity and diversity on a two-polity island*, Palgrave,; and co-editor (with Michelle Millar) of *Public Administration and Public Policy in Ireland: theory and methods*, Routledge 2003 and (with Peadar Kirby and Michelle Millar) *Contesting the State: lessons from the Irish case*, Manchester University Press, 2008. She has published articles in *Electoral Studies*, *Policy and Politics*, *Public Administration*, *Public Policy and Administration*, *West European Politics* and the Irish journal *Economic and Social Review* and has carried out commissioned research for Combat Poverty, the HSE and the NESF.



**Neil Robinson** BA (CNA), MA, PhD (Essex)

**Telephone:** 353 (0)61-202320

**E-mail:** Neil.Robinson@ul.ie

Before coming to Limerick, Neil taught in the Department of Politics at the University of York, and the Department of Government at the University of Essex. Research interests include the political economy of post-communism; state formation in Russia; the political economy of reform in Russia and the former USSR. His publications include: *Ideology and the collapse of the Soviet system*, (Edward Elgar, 1995); *Post-communist politics*, (co-author, Prentice Hall, 1997); *Institutions and political change in Russia*, (editor, Macmillan, 2000); *Russia: a state of uncertainty*, (Routledge, 2002); *Reforging the weakest link: global political economy and post-Soviet change in Russia, Ukraine and Belarus*, (editor, Ashgate, 2004); *State-Building* (co-editor, Routledge, 2007), *The Sage handbook of comparative politics*, (co-editor, Sage, 2009), *The political economy of Russia* (Rowman & Littlefield, 2012), chapters and articles in a variety of books and journals including *Review of International Political Economy*, *Europe-Asia Studies*, *Communist and Post-Communist Studies*, *Political Studies: Review*.



**Bernadette Connaughton** BA, MA, PhD (Limerick)

**Telephone:** 353 (0) 61-202792

**E-mail:** Bernadette.Connaughton@ul.ie

Bernadette is a Senior Lecturer in Public Administration. Her teaching and research interests include Europeanisation and Ireland's relationship with the EU, public policy process, environmental policy implementation and politico-administrative relations. She has published on those areas in authored, co-authored and edited books including *The Implementation of Environmental Policy in Ireland: Lessons from translating EU directives into action* (MUP 2019), and journals such as *Public Administration*, *Journal of Environmental Policy and Planning*, *Regional and Federal Studies*.



**Rory Costello** BA (UCC) MA (UCC) PhD (TCD)

**Telephone:** 353 (0)61-202916

**Email:** Rory.Costello@ul.ie

Rory Costello specialises in electoral and legislative politics in Europe, with a particular focus on Ireland and on the European Union. Before coming to UL in 2011, Rory worked at the University of Twente in the Netherlands and at the London School of Economics and Political Science. He has published on topics such as election pledge fulfilment, party politics in the European Parliament, the division of power among EU institutions, bicameralism, political representation, and coalition formation. His research has appeared in a variety of international journals including (among others) *Party Politics*, *European Union Politics*, *Journal of European Public Policy*, *Electoral Studies*, *West European Politics*, and *American Journal of Political Science*.



**Scott Fitzsimmons** B.P.A.P.M., M.A. (Carleton), PhD. (Calgary)

**Telephone:** 353 (0)61-233603

**Email:** scott.fitzsimmons@ul.ie

Scott Fitzsimmons B.P.A.P.M., M.A. (Carleton), PhD. (Calgary), specializes in the behaviour of armed forces and the use of force in contemporary conflicts, and foreign policy decision-making. Before joining the University of Limerick's Department of Politics and Public Administration in 2013, he was a Social Sciences and Humanities Research Council Postdoctoral Fellow at the University of British Columbia in Vancouver, Canada. He has also taught at the Universities of Victoria and Calgary. His primary research interests include developing and testing theories of how armed forces behave in conflict zones, combat operations involving mercenaries and private security companies, public attitudes toward defence spending and the use of force by the Government of Canada, government responses to terrorism, and the influence of leaders' personality traits on their foreign policy decisions.



**Frank Häge** Dipl.-VerwWiss. (Konstanz), PhD (Leiden)

**Telephone:** 353 (0)61-234897

**E-mail:** frank.haegel@ul.ie; **Homepage:** [www.frankhaege.eu](http://www.frankhaege.eu)

Frank Häge's research interests are in the areas of Legislative Politics, Policy-Making, Historical Political Economy, and Research Methods. Substantively, his research focuses on the European Union and Germany. He has published on legislative decision-making and political attention in the Council of the European Union, agenda-setting by the European Commission, rapporteurship allocation and policy-making networks in the European Parliament, inter-institutional negotiations between the European Parliament and the Council, political conflict dimensions in pre-WWI Germany, the application of fuzzy set methods in comparative case study research, and the measurement of foreign policy similarity in quantitative studies of international relations. He is the author of *Bureaucrats as Law-Makers: Committee Decision-Making in the Council of the European Union*, published by Routledge. His work also appears in a number of peer-reviewed international academic journals, including the *British Journal of Political Science*, *European Journal of Political Research*, *European Union Politics*, *Journal of Common Market Studies*, *Journal of European Public Policy*, *Party Politics*, *Political Analysis*, and *West European Politics*.



**Conor Little** BA (UCD), MA (UCD), MRes (EUI), PhD (EUI).

**Telephone:** 353 (0)61-233624

**E-Mail:** [Conor.Little@ul.ie](mailto:Conor.Little@ul.ie); **Homepage:** <http://conorlittle.eu/>

Conor Little was awarded a PhD by the European University Institute in 2014. Before coming to the University of Limerick, he worked at University College Dublin, Keele University, and the University of Copenhagen; he also spent five years working in politics and government in Ireland. In Copenhagen, he held an individual postdoctoral fellowship that was granted by the Danish Council for Independent Research | Social Sciences. His research interests include political parties, political careers, the comparative politics of climate change, and Irish politics. His work has been published in journals including *Environmental Politics*, the *International Political Science Review*, *Irish Political Studies*, the *Journal of European Public Policy*, *Party Politics*, *Scandinavian Political Studies*, and *West European Politics*. He has initiated the Irish Policy Agendas Project as part of the international Comparative Agendas Project (<https://www.comparativeagendas.net/>) and he contributes to the Political Party Database (<https://www.politicalpartydb.org/>). In 2017, he co-founded the Political Studies Association of Ireland's (PSAI) Environmental Politics Specialist Group and he now acts as one of the Co-Convenors of the PSAI Specialist Group on Public Policy.

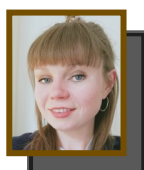


**Chris McInerney** BA (UL), MSc (University of Bradford), PhD (UL)

**Telephone:** 353 (0)61-234800

**Email:** [chris.g.mcinerney@ul.ie](mailto:chris.g.mcinerney@ul.ie)

Chris is a Lecturer in Public Administration since August 2011. Prior to this he worked as a programme specialist at the Tipperary Institute / LIT, lecturing in the fields of social and community studies. He has also worked in a variety of national and international development organisations including the United Nations Development Programme in East Timor, the Community Workers Co-operative and Trocaire. His main research interests lie in the areas of democratic participation, civil society, as well as the role of public administration in deepening democracy and promoting social inclusion. Chris' publications include *The Challenge of Community Participation in the Delivery of Public Services: Exploring Local Participatory Governance in Ireland*, co-authored with Maura Adshead, as well as chapters in a number of books on local and community development in Ireland and internationally. His current research focuses on the contribution of public administration to the achievement of social objectives and his book on this theme '*Challenging Times, Challenging Administration*' was published in March 2014.



**Emma Dolan** MA, MSC, PhD

**Telephone:** TBC

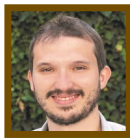
**Email:** [emma.dolan@ul.ie](mailto:emma.dolan@ul.ie)

Emma is currently Lecturer in Peace and Development Studies. Before coming to the University of Limerick, she held a Teaching Fellowship at the University of Aberdeen, having completed her doctorate in Politics & International Relations in 2019. Her research and teaching focus on the areas of gender and politics, critical peace and conflict studies, and the global politics of inequality/development. Specifically, she has conducted research on political apologies delivered by state actors, conflict-related sexual violence, war commemoration and critical military studies. Her work has been published in journals such as *International Feminist Journal of Politics*, *Gender, Place and Culture* and *Childhood*, and her first monograph is forthcoming in 2021 as part of Routledge's 'Gender and Global Politics' series.



**Patrick Doyle** PhD (Manchester)  
**Telephone:** TBC  
**Email:** Patrick.Doyle@ul.ie

Patrick Doyle is Lecturer in Irish Politics and Community Development in the Department of Politics and Public Administration. Patrick's interests cover Irish political history as well as the historical relationship between capitalism and religion. Before joining the University of Limerick he was a Hallsworth Research Fellow in Political Economy at the University of Manchester where he examined the relationship between Catholicism and economic development in Ireland. Patrick's first book *Civilising Rural Ireland* examines the history of the co-operative movement and its role in Irish state-building and was published by Manchester University Press in 2019. Other publications have appeared in *History of European Ideas*, *Journal of Social History*, and *Irish Studies Review*. He is also a member of Ireland's Social and Solidarity Economy Network and interested in the application of democratic principles in social and economic development.



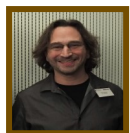
**Sergi Morales-Gálvez** BA, MA (Pompeu Fabra University, Barcelona), PhD (Leuven)  
**Telephone:** TBC  
**Email:** Sergi.Morales-Galvez@ul.ie

Sergi Morales-Gálvez is a political theorist who works mainly on topics in contemporary political philosophy, especially in theories of justice, multiculturalism, linguistic justice, republicanism, federalism and secession. His publications have appeared in *Ethnicities*, *Ethnopolitics*, *Critical Review of International Social and Political Philosophy* and *The Journal of Language and Law*. He also has forthcoming publications in *Political Studies* and *Nations and Nationalism*. He is co-editor (with Nenad Stojanović) of *Equal Recognition, Minority Rights and Liberal Democracy* (Routledge) and currently co-editing (with Marc Sanjaume, Elvira Riera and Lluís Pérez) a collective volume on Contemporary Political Philosophy.



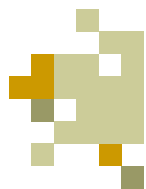
**Andrew Shorten** BA (York), MA, PhD (Manchester)  
**Telephone:** 353 (0)61-234265  
**Email:** Andrew.Shorten@ul.ie

Andrew Shorten is a political theorist who works mainly on topics in contemporary political philosophy and is especially interested in toleration, religious accommodation, multiculturalism, nationalism, federalism, secession, and language policy. His publications have appeared in the *Journal of Applied Philosophy*, the *Journal of Social Philosophy*, *Political Studies*, *Nations and Nationalism* and the *European Journal of Political Theory*, amongst others. He is currently writing a book (with Matteo Bonotti) about religious exemptions, and is author of *Multiculturalism* (Polity, 2022) and *Contemporary Political Theory* (Palgrave, 2016), and co-editor (with Jonathan Seglow) of *Religion and Political Theory* (Rowman and Littlefield, 2019).



**Brian Milstein** AB (Vassar), MA & PhD (New School for Social Research)  
**Telephone** TBC  
**Email :** Brian.Milstein@ul.ie

Brian Milstein, is a Lecturer in Political Theory. Before joining the UL community in Fall 2021, he held postdoctoral positions in Berlin, Frankfurt, and Paris, and was a Research Associate at the Goethe-Universität Frankfurt's Research Centre "Normative Orders." His research interests centre on critical and democratic theory, theories of crisis, capitalism, and cosmopolitanism. He is author of *Commercium: Critical Theory from a Cosmopolitan Point of View* (Rowman & Littlefield International, 2015), and he edited a volume of dialogues between Nancy Fraser and Rahel Jaeggi entitled *Capitalism: A Conversation in Critical Theory* (Polity Press, 2018). He has published articles in *Political Theory*, *Contemporary Political Theory*, *Danish Yearbook of Philosophy*, *Zeitschrift für Politische Theorie, Philosophy and Social Criticism*, *European Journal of Political Theory*, and *European Journal of Philosophy*.



## MODULE DESCRIPTIONS

Each Masters programme is made up of eight modules and a dissertation. All programmes include a common core of two modules in research methods and transferable skills. The remainder of each programme is made up of a combination of core and elective modules (with the exception of the MA in Politics, which does not include other core modules and the Masters in Public Administration, which does not include electives). Information on the structure of each programme is available on the Post-graduate page of the PPA website. The following modules will be offered in the Academic Year 2021/22:

PO5004	Graduate Seminar in Development
PO5005	Graduate Research Methods
PO5006	Graduate Seminar in Peacebuilding
PO5007	Graduate Seminar in International Co-operation and Conflict
*PO5008	International Political Economy
PO5009	Graduate Seminar in Comparative Politics
PO5010	Graduate Seminar in European Governance
*PO5112	Russian and Post Soviet Politics
PO5015	Graduate Seminar in Contemporary Political Theory
PO5016	Graduate Seminar in International Relations
PO5017	Graduate Seminar in Institutions and Policies of the EU
PO5222	Global Justice
PO5252	Comparative Climate Politics and Policy
PA6011	Public Administration Theory & Practice
PA6032	Collaborative Governance & Leadership
PO5232	Representative Democracy in Europe
PS5121	Feminist Perspectives on Conflict & Development
PS5131	Research Methods
UP5101	Engage Research Design

*\* May not run this year 21/22*



## MODULE DESCRIPTIONS

### PO5004 GRADUATE SEMINAR IN DEVELOPMENT

This course introduces students to a variety of contemporary issues, debates and controversies associated with 'development' in social science, public policy and advocacy. Lectures and readings will explore development as a process of historical change linked to ideas about modernization, colonialism and race. Students will be asked to consider how colonialism has come to shape not only social and economic differences across regions, but also how we view development organisations and policies. Thematically, the module will examine a range of important current topics such as foreign aid, gender, land and resources, 'good' governance and tourism. Finally, the module will critically consider the notion that economic growth is essential to development and will examine this claim in light of various debates including post-development, sustainability and dependency.

### PO5005 RESEARCH METHODS

This module is designed to familiarise students with alternative approaches to the conduct of research in social sciences. By providing a series of introductory lectures on alternative research methodologies and approaches, the main aim of this course is to give students a comprehensive understanding of key issues surrounding the logic of explanation and research design, in order to facilitate and support more advanced study in their own area of research specialism and dissertation study. The course is an essential part of students' preparation for their MA dissertations (or PhD for students on the structured PhD programme). Students will use their own potential MA dissertation topics to develop appropriate research methods and strategies for investigation.

### PO5006 GRADUATE SEMINAR IN PEACEBUILDING

International peacebuilding has become a core activity for the United Nations and a range of other international bodies and agencies. The module will explore the different conceptions of peace involved in these activities. It will look at a range of peacebuilding interventions focusing mainly on international peace support operations. It will trace the history of dominant approaches to peacebuilding. It will show how the nature and scope of United Nations operations have changed considerably since the ending of the Cold War, and non-UN agencies such as NATO and the African Union, have gained prominence, while the range of tasks they undertake has expanded. It will also explore alternative approaches focusing on local ideas and interventions in peacebuilding.

### PO5007 GRADUATE SEMINAR IN INTERNATIONAL CO-OPERATION AND CONFLICT

This module develops students' understanding of the theories and methods used in the empirical study of International Relations. Substantively, the module focuses largely on questions of international cooperation and conflict. The module presents the main theoretical approaches to the study of interstate conflict, describes the role, functions, and decision-making structures of international organizations (with a particular focus on the EU and UN), and discusses a range of related topical issues, such as the role of trust for establishing cooperation, the democratic peace thesis, military interventions, and international terrorism.

### PO5009 GRADUATE SEMINAR IN COMPARATIVE POLITICS

This module introduces students to research themes and methods in the field of comparative politics. Students will become familiar with issues involved in research design in comparative politics, such as the use of case studies, small-n comparative research, case study selection and selection bias. They will also study key debates over substantive issues (such as institutional design, democratization etc) in comparative political studies to see how different scholars use comparative research to study political development. Finally students will consider their own research work and how perspectives from comparative political studies can help them formulate their own research questions, hypotheses and arguments.

#### **PO5010 GRADUATE SEMINAR IN EUROPEAN GOVERNANCE**

This module will enable students to understand the role of public administration in the multi-level system of European governance. It provides an overview of the institutional features of public administration (actors, institutions, policy process) in several European countries. The module examines the interaction between the EU and member states' administrations in the preparation and coordination of national positions in the EU policy-making process and the implementation of EU legislation. The module will further explore the explanations for institutional adaptation and innovation in the domestic politics, polity and policies of EU member states which are attributed to Europeanisation, globalisation, and public management reform.

#### **PO5015 GRADUATE SEMINAR IN CONTEMPORARY POLITICAL THEORY**

This module will introduce students to some prominent debates within recent political theory, in the first place by studying some crucial political concepts, and subsequently by addressing substantive political controversies concerning democracy, feminism, global justice and multiculturalism. Throughout, the module blends conceptual analysis, normative reasoning and the close reading of complex philosophical arguments in order to enable to students to develop their analytical skills in reading, understanding, interpretation and argument.

#### **PO5016 GRADUATE SEMINAR IN INTERNATIONAL RELATIONS**

This module introduces students to a range of theories and issues associated with international relations. Specifically, it outlines several of the major theories that may be used to analyze and understand international relations, including realism, liberalism, constructivism, and feminism, theories linking domestic politics with international affairs, and theories that purport to explain why certain armed forces are more successful in war than others. In addition, this module critically assesses several contemporary political issues, such as human rights, ethnic conflict, terrorism, and humanitarian intervention. With this in mind, by the end of this module, students should be able to: understand the most influential theories of international relations; critically assess a range of international issues; and communicate their opinions about theories and issues in international relations both verbally and in their writing.

#### **PO5017 GRADUATE SEMINAR IN INSTITUTIONS AND POLICIES OF THE EU**

The aim of this module is to develop students' understanding of how the legislative system of the European Union works. Special attention is given to the roles and organizational structures of the different institutions involved in the EU policy-making process. The first part of the module discusses theories of integration and policy-making, presents the internal organization, functions, and powers of the main EU institutions, and describes the most important inter-institutional decision-making procedures. The second part takes a closer look at EU policy-making in different policy areas. This part highlights the differences in content, rules and procedures of decision-making processes across policy

#### **PO5222 GLOBAL JUSTICE**

This module will introduce students to the main theoretical approaches to global justice and some of the key issues that arise at the global level. These issues will be approached from a normative perspective; thus, some of the questions that we will ask are: is global poverty or inequality unjust? What rights should all human beings have? Who should bear the costs of climate change? What constitutes international exploitation? Is war ever justified? By the end of the module students should be able to: describe some of the major philosophical concerns of contemporary theories of global justice; critically evaluate, through the close reading of texts, key contributions to the philosophical literature on global justice; apply the methods of normative reasoning and conceptual analysis to contemporary political controversies; present logical arguments about abstract ideas in both verbal and written forms

#### **PO5252 COMPARATIVE CLIMATE POLICY AND POLITICS**

Comparative politics has begun to engage with climate policy and politics, with a rapid expansion in the study of climate policies and politics in a comparative and cross-national perspective. It has aimed to answer a range of questions. Do national policies matter for a global policy problem like climate change? How can we compare, rank and measure national climate policies, policy effort, and ambition? How can we explain differences and variation in national climate policies? What is the role of institutions, ideas and interests in producing climate policies? What is the role of the public and their representatives in the political system? What role do international factors play in shaping national climate policies? This course focuses on these questions in the context of national politics in developed democracies, with a particular emphasis on European countries. The course aims to provide students with an appreciation of the main components of climate policies, factors that drive cross-national similarities and differences in climate policy, and the nature of climate politics.

#### **PA6011 PUBLIC ADMINISTRATION THEORY AND PRACTICE**

Public Administration Theory & Practice serves as an advanced introduction to public administration and focuses on the changes in the management of the public sector over the past three decades. It will identify key ideas and theoretical perspectives in the study of public administration and relate them to debates and issues in the daily work of public officials, often working within complex networks to deliver public services with other public, non-profit and private sector organisations.

#### **PA6032 COLLABORATIVE GOVERNANCE AND LEADERSHIP**

Collaborative Governance & Leadership introduces students to general principles and practices about leadership, with an emphasis on collaborative working within and beyond the public administration system. The leadership styles and approaches in public administration are examined, values as the basis for collaboration, and the implications of collaborative approaches on leadership in the public sector. The module content is supported by illustrative case studies and aspects of public sector leadership in Ireland, more broadly in Europe and in the USA.

#### **PO5232 REPRESENTATIVE DEMOCRACY IN EUROPE**

The module examines the democratic process as it is practiced in European countries and the EU. As such, the object of study is the behaviour of political actors (including citizens and politicians). It focuses in particular on the linkages between the policy preferences of citizens and the public policies enacted by their representatives. Normative democratic theory tells us that such linkages are a requirement for representative democracy, but transforming citizens' preferences into public policy is far from straightforward. On completion of this module students should be able to: discuss the central debates concerning the function and purpose of representative democracy; explain the theoretical arguments concerning political behaviour at the level of voters and political parties; critically assess competing theoretical arguments concerning political behaviour in light of empirical evidence; explain differences in political behaviour and political outcomes between countries; evaluate the quality of democratic representation in European countries and the EU.

#### **PS5121 FEMINIST PERSPECTIVES ON CONFLICT & DEVELOPMENT**

This module introduces students to a variety of feminist debates on war, conflict, peace, and development. It covers gender theory as relevant to the study of conflict and development, including theoretical debates around embodiment, violence, justice and security in particular. It goes on to introduce students not only women's diverse experiences of war and development (as victims, combatants, peacekeepers etc.), but also to the role of military masculinities and debates around men as victims of various forms of violence. Empirically, the module offers a broad range of case studies, especially conflicts associated with the Global War on Terror, post-conflict processes in Rwanda and Yugoslavia and the UN's Women, Peace and Security agenda

### **PS5131 RESEARCH METHODS**

This module introduces students to the logic and design of social science research. After reviewing fundamental philosophical issues in the generation of reliable scientific knowledge, the module discusses the structure and elements of scientific theories, the ability of different research designs to generate sound casual inferences, and different methods for collecting and analysing quantitative and qualitative data. In particular, methodological topics include the fundamentals of statistical analysis, comparative analysis and case selection, questionnaire design and interviewing as well as archival research and documentation analysis.

### **UP5101 ENGAGED RESEARCH DESIGN**

This module will provide students with practical experience, generic skills development (such as applied research work, team-work, problem-solving and project work) as well as the experience of being part of a multi or inter disciplinary team. It will enable you to apply the disciplinary knowledge that you have to multi-faceted real-world problems. Students will: take part in problem identification and ideation; develop a deeper understanding of academic issues areas and problems in consultation with external stakeholders; work towards solutions in collaboration; implement identified changes and evaluate outcomes. A reflective practice will underpin the student experience throughout.



## THE DISSERTATION: SUPERVISION AND GOOD PRACTICE (TAUGHT MASTERS PROGRAMMES)

The dissertation is an important part of your Masters programme. It gives you the opportunity to investigate an issue that you find interesting and to explore it in some depth. It provides training in, and experience of, academic research.

The word limit for the dissertation is 10-15,000 words. The submission deadline for this year is **16 August 2022 at 12 noon**. Unless an extension has been granted by the relevant course director, late submissions will be penalised at a rate of 3% per working day. A dissertation will be judged to have been submitted when all copies (paper and electronic) have been submitted. MA dissertation grade descriptions and mark sheet are included in the Appendix.

We offer modules in research methods during both semesters, the goals of which are to equip students to undertake their dissertation work successfully. Dissertations must follow the same referencing conventions as coursework assignments.

It is important that you start thinking about possible topics for your dissertation, and approaching possible supervisors, at an early stage in your studies. You can speak to your Course Director or lecturers about this at any stage in your studies. Supervisors are formally allocated in January, but as each Faculty member can supervise only a limited number of students it is a good idea to secure a supervisor and inform your Course Director as soon as possible. The section of the handbook on PPA Faculty members' expertise and research interests should help you with this.

Below you will find a 'supervision contract' which sets out the responsibilities of students and Faculty regarding dissertation supervision.

### DISSERTATIONS: WHAT FACULTY EXPECT FROM STUDENTS

- a) A clear proposal including hypothesis, research questions, methodology, chapter breakdown and proposed schedule of research;
- b) Regular contact – every fortnight, even if only via email, to provide updates on progress;
- c) To be informed of any significant problems or changes;
- d) Regular drafts of work, submitted on time (one complete draft OR three draft chapters and plan for remainder of dissertation);
- e) Evidence of students' capacity to undertake their own research, e.g. locating their own sources, developing their own contacts etc.;
- f) To fill out and return a dissertation supervision meeting record form after each formal meeting.

### DISSERTATIONS: WHAT STUDENTS CAN EXPECT FROM FACULTY

- To ensure their project is suitable in terms of scope and feasibility (providing points (a) and (c) above are adhered to);
- To contact supervisors regularly via email or during their office hours;
- Constructive criticism on any submitted drafts, normally within a fortnight of receipt;
- Face-to-face meetings to discuss the dissertation and/or draft sections of it;
- Comment on either a draft dissertation OR three draft chapters and a plan for the rest of the dissertation;
- Permission to contact other members of Faculty about the project and/or supervision problems (Course Director or Head of Department).

*NB: Dissertations must be well in train before the start of the summer vacation.*

#### FROM DISSERTATION TO DOCTORAL RESEARCH

Many students wish to undertake further study after their MA. Since it is not possible to transfer directly from a taught MA programme to registration as a doctoral student, the most useful way to prepare for further study by research is to use your MA dissertation to start exploring the ideas, literature and methods that you are likely to need in your PhD. This will show dedication and an ongoing research agenda to anyone assessing your application for PhD study. It will also allow you to make contacts who may be able to help with fieldwork, if appropriate. Since the MA dissertation is much shorter than a doctoral thesis, you should see it as the opportunity to focus on a particular aspect of the issue that interests you. You should speak to your Course Director and dissertation supervisor for specific advice about how to design your MA research with doctoral study in mind. PPA Faculty will be very happy to encourage and support you in applications for further study and for research funding. The Department provides internal review of draft applications for the Irish Research Council's Government of Ireland Postgraduate Scholarship if they are submitted to the Department six weeks before the Scholarship's deadline for applications, which is normally in the late October.

## **DISSERTATION GUIDELINES**

Students are required to comply with the following MA regulations in completing the MA dissertation. Failure to observe these regulations may constitute grounds for rejection of the MA dissertation and a delay in graduation. Students cannot qualify for the degree of MA without obtaining a pass grade in their dissertation.

### **LENGTH**

Content should be 10,000 – 15,000 words excluding footnotes, appendices, and bibliography.

### **FORMAT: FONT SIZE AND TYPE**

The main body of the text should use Times New Roman, font size 12.

### **PAGINATION**

*Pages* should be numbered consecutively throughout the text, including those pages incorporating photographs or diagrams that are included as whole pages.

*Appendices* should be named alphabetically, and each appendix paginated consecutively but separately from the main text and from each other. Page numbering should be Arabic.

*Page numbers* should be located centrally at the bottom of the page and approximately three-quarters of an inch above the edge of the page.

### **SPACING**

All manuscripts are to be typed with double spacing between lines (footnotes are to be single spaced). Typing is to appear on only one side of each page.

### **MARGINS**

All copies must have uniform margins as follows (i) the left-hand margin must be one and one-half inches throughout, (ii) the right-hand and bottom margins must be one inch throughout and (iii) the first page of the text and all first pages of chapters must have margins of two inches at the top.

### **LAYOUT**

The dissertation should include a title page, abstract (short 200 word summary of the argument), table of contents, list of tables, list of figures, acknowledgements, abbreviations, glossary at the beginning of the text. Page numbering should be in lower case Roman (i, ii, iii) (the title page should be numbered). Arabic numbering from “Introduction” onwards (1,2,3).

### **FOOTNOTING**

Footnotes should be numbered consecutively throughout each chapter. A double space should be left between footnotes and footnotes must be single-spaced. If placed on the same page a two inch line should separate the footnotes from the text.

### **NUMBER OF COPIES**

One hard-bound and two soft-bound copies should be submitted to the Politics and Public Administration Department Office (F1018). An electronic copy should also be submitted to the associated SULIS page. Copies will be sent to the External Examiner, Supervisor and Course Director. The front cover should include title, author’s name, date and degree title (i.e. MA in International Studies etc.).



## THE ASSESSMENT PROCESS (TAUGHT PROGRAMMES)

The assessment process has two main stages. In stage one, your module lecturer sets you work – essays, class presentations, exams, tests etc – and this work is graded. You will receive a mark for all the work that you are set and should receive some feedback on it. At the end of each module you will receive a grade (from A1 to F). There are procedures for having this grade rechecked if you think that it is wrong (see 4.2.9 and 4.2.10 of [University Handbook of Academic Regulations](#) for details).

The purpose of stage one of assessment is twofold. It is both formative (it gives you a chance to learn by doing, helps you develop certain skills by setting specific tasks etc, and provides you with advice on how to do things better) and summative (it tells you how well you have done something via a grade and this plus your other grades will sum up how you have done overall).

In stage two, an external examiner reviews the work that you have done during your course. The purpose of this exercise is very different from the assessment in stage one. The brief of an external examiner is to make sure that the marking across a module and across all of the modules in a degree scheme is equitable and that the standards set are appropriate for an MA degree scheme, i.e., that the standard you attain on your degree for a particular award is comparable to the same standard being achieved by a student on a cognate course at another university.

The purpose of external examination is not, therefore, a pedagogic one – external examiners are not employed to give you advice on how to improve your work. The purpose is quality assurance – they guarantee that your degree is worth the same as a degree from any other reputable university. The job undertaken by an external examiner does, however, have an influence on summative assessment. To ensure equity within a degree scheme and that standards are appropriate for the level of qualification external examiners raise and lower marks allocated by lecturers. Since their job is to ensure fairness and act as the final guarantors of a degree's status their decision is accepted as final.

Stage two of the assessment process takes place after all other assessment processes have ended. This means that you will have been set work, been allocated a mark for it, perhaps asked for that work to be rechecked, and may even have appealed against the recheck result before the external examiner looks at your work at the very end of your degree and after you have submitted your final dissertation. Thus, you should not take any grade you have been given during the year as fixed until you receive your final results. The external examiner may change any and all marks, no matter what semester the module was taken in.

It is important to emphasise that all marks and grades, whether given to you by a lecturer or posted on a website, and no matter that you may have asked for and been granted a recheck or an appeal, are provisional until they have been reviewed by the external examiner and ratified by a University Examinations Board and by Academic Council.

## I GRADES

The aim of the university is to support students who face an immediate crisis. To this end, I grades are awarded in cases where the student has not completed all of the requirements for a module and has submitted certifiable evidence of medical and/or psychological illness or immediate family crisis where the presence of the student is indispensable. I grades are not assigned in response to a plea made in respect of pressure of work. In the case of medical and/or psychological illness or immediate family bereavement, students need to make an appointment with the relevant service and must submit satisfactory evidence to support the request for an I grade. They must do so through the Student Health Centre, Counselling or Chaplaincy services.

To support those of you who may find yourselves in an immediate crisis due to COVID-19 and, where relevant, have taken reasonable action, the institution created an I-Grade which covers all **non-health, non-counselling, and non-chaplaincy** issues related specifically to COVID-19.

Please refer to the websites below for detailed information on how to avail of the services. Only students who have been instructed by the relevant professional may complete the online I grade application form, providing they are currently registered for the current semester.

[Student Health Centre](https://ulsites.ul.ie/studentaffairs/welcome-student-health-centre) [ulsites.ul.ie/studentaffairs/welcome-student-health-centre](https://ulsites.ul.ie/studentaffairs/welcome-student-health-centre)

[Counselling Service](https://ulsites.ul.ie/studentaffairs/counselling-service) [ulsites.ul.ie/studentaffairs/counselling-service](https://ulsites.ul.ie/studentaffairs/counselling-service)

[Chaplaincy Service](https://ulsites.ul.ie/studentaffairs/chaplaincy-service) [ulsites.ul.ie/studentaffairs/chaplaincy-service](https://ulsites.ul.ie/studentaffairs/chaplaincy-service)

[I Grade applications](https://ulsites.ul.ie/studentaffairs/i-grade-applications) [ulsites.ul.ie/studentaffairs/i-grade-applications](https://ulsites.ul.ie/studentaffairs/i-grade-applications)

## ASSESSMENT AND THE CALCULATION OF YOUR FINAL AWARD (TAUGHT MA PROGRAMMES)

Your assessment produces a final mark by translating the letter grade that you received for a module (A1, A2, B1, B2 etc) into a quality point value or QPV (4.00 for an A1, 3.60 for an A2 etc.; the full list can be found at the end of this section). The QPV is used to calculate your final degree result (a 1, 2.1, 2.2 etc) via the calculation of your Quality Credit Average (QCA). Your QCA determines your award (details of the math can be found in the Student Academic Handbook available at the Student Academic Administration's web page).

Each MA programme consists of 90 credits, made up of 60 credits from taught modules and 30 credits from the dissertation. Thus, the dissertation is worth one-third of your final grade. Most taught modules count for 9 credits each, though Research Methods is comprised of 12 ECTS (Autumn semester) and 3 ECTS (Spring semester). The Graduate Diploma programmes are made up of 60 credits from taught modules.

Other things to note:

- ◆ **There is a minimum passing mark for the dissertation (a C3 or above).** You may get a D1 or a D2 ('compensating fails') for a taught module and still graduate. This is not the case for the dissertation, and you must receive a passing mark of at least C3 in order to graduate.
- ◆ For this reason, and on the recommendation of various University committees and boards, no compensating fail marks (D1, D2) are awarded for dissertations: you will get an F if you do not meet the pass standard. The external examiners automatically check all F grades. If you receive an F grade for the dissertation you will be advised of your rights to resubmit your dissertation and should consult with your dissertation supervisor and course director about how to proceed.

GRADING SCALE				
GRADE	DESCRIPTOR	QUALITY POINT VALUE QPV	PERCENTAGE EQUIVALENT	CREDITS AWARDED
A1	Outstanding Performance (First honours)	4.00	75+	Yes
A2	Excellent Performance (First honours)	3.60	70-74	Yes
B1	Very Good Performance (Honours 2.1)	3.20	65-69	Yes
B2	Good Performance (Honours 2.1)	3.00	60-64	Yes
B3	Competent Performance (Honours 2.2)	2.80	55-59	Yes
C1	Satisfactory Performance (Honours 2.2)	2.60	50-54	Yes
C2	Acceptable Performance (Third honours)	2.40	45-49	Yes
C3	Min Acceptable Performance (Third honours)	2.00	40-44	Yes
D1	Weak Performance (compensating fail)	1.60	35-39	Yes
D2	Poor Performance (compensating fail)	1.20	30-34	Yes
F	Fail (no compensation allowed)	0.00	Less than 30	No
NG	Fail (no compensation allowed)	0.00		No

AWARD SCALE			
Award	Abbreviation	Minimum QCA	Discretionary Band
First Class Honours	1 <sup>st</sup>	3.40	3.30
2 <sup>nd</sup> Class Honours Grade 1	2.1	3.00	2.90
2 <sup>nd</sup> Class Honours Grade 2	2.2	2.60	2.50
Third Class Honours	3 <sup>rd</sup>	2.00	- - -

## FEEDBACK

You are entitled to feedback on all your written assignments. It is good practice for feedback to be provided within three weeks of submission. Faculty may use a grading sheet, which is designed to help signal to you the strengths and weaknesses of your work. A sample grading sheet is supplied in the appendices.

## PENALTIES

All work must be submitted on time. Deadlines for essays and course work can be found in the relevant modules guides, along with details about penalties for late submission. If you are unable to meet a deadline for medical (or similar) reasons, you should contact the appropriate module leader(s).

In the case of the dissertation (for MA students), and where an extension has not been granted by the relevant course director, late submissions will be penalised at a rate of 3% per working day. A dissertation will be judged to have been submitted when all copies (paper and electronic) have been submitted.

## **Honours**

To attain first class honours (A1, A2) the writer will have constructed a sound argument, made a convincing case, or resolved a problem by the reconstruction of knowledge as against the reproduction of knowledge. To do so will entail the application, synthesis and evaluation of knowledge obtained from independent study of sources referred to in lectures and in bibliographies. A question will be addressed in its entirety and all of the material used in the answer will be relevant to the question. The answer will have a deliberately fashioned structure which itself will be a direct response to the structure of the question. The language used will be precise and clear; the text will adhere fully to the appropriate conventions and will be largely free from error in spelling and grammar.

A candidate answering at the higher level of first class honours (A1) may, in addition to the above, give evidence of an ability to relate the answer to other components of the degree course or of having integrated relevant material not derived from bibliographies. An answer below the first class honours standard (B1, B2, B3, C1) will display the characteristics required for that standard but not as comprehensively or as effectively. Such answers will display less ability to present a coherent argument, less ability to synthesise material and in some instances might also overlook a minor element in the question.

A candidate answering at the higher level of first class honours (A1) may, in addition to the above, give evidence of an ability to relate the answer to other components of the degree course or of having integrated relevant material not derived from bibliographies. An answer below the first class honours standard (B1, B2, B3, C1) will display the characteristics required for that standard but not as comprehensively or as effectively. Such answers will display less ability to present a coherent argument, less ability to synthesise material and in some instances, might also overlook a minor element in the question.

## **Pass**

In contrast with an honours answer, a pass answer (C2, C3) will display a clear tendency to recall relevant evidence in order to structure an essay, rather than to support an argument. Consequently it may indicate that appropriate material was read but that its full significance was not grasped. The format of references is complete, the conventions for presentation are adhered to and the text will be relatively free from spelling and grammatical error. In addition to the above characteristics, an essay or an answer at the minimum level of pass (C3) may indicate that more than a minor element in the question was overlooked or that the language used was imprecise and unclear.

## **Fail**

A student who falls short of performing at the level required for a pass will be deemed to have failed but that result may be compensated for (D1, D2) if there is evidence that the essay or answer is the result of an imprudent use of time, or the result of overlooking some (though not the majority) of key concepts in the question.

In general, the above will be applied equally in the assessment of essays and examination answers. However, the time available for writing an essay and the freedom to consult material suggests that it is reasonable to expect that an essay should have high standards of presentation and that its arguments will be presented with greater ease, assurance and clarity.

## SUMMARY: A CHECKLIST FOR AVOIDING PLAGIARISM

- ◆ Always put direct quotes (sections of text that you are quoting word for word) in inverted commas or quotation marks and always add an appropriate reference to the work cited at the end of the quote.
- ◆ If you are using someone else's idea in an essay, and that idea is not in the common domain, always add a reference to the author of the idea. It is also often helpful to point out, in your text, that the idea is someone else's (eg: "Marx believed that...")
- ◆ Never copy out a piece of text from a book or article and hand it in as your own work. It is too easy to get caught. The writing style of the plagiarised text may give you away, and also there is a good chance that the lecturer already knows the passage that has been stolen. There have even been cases of students trying to steal passages from their lecturer's own published work! Lecturers find it easy to recognise their own style.
- ◆ Never, never, never hand in the same essay for two different modules. Lecturers have a habit of talking to each other when not in class and if you are discovered they are likely to show little mercy.
- ◆ Never, never, never allow another student to take one of your essays and hand it in as his or her own work. If this is discovered both of you will face disciplinary action.
- ◆ Students have been known to download whole sections of text from the web, and to hand it in as their own work. Plagiarism detection software will detect this, and lecturers will also check it themselves.
- ◆ At the end of the day, the work necessary *to get away* with plagiarism (setting aside the risks involved) adds up to the amount of work you would need to write your own non-plagiarised piece of work in the first place! In addition, you have come to University in order to learn. Writing your own essays is part of the learning process. Plagiarism undermines that learning process.
- ◆ Finally, if you are in doubt about whether something is plagiarism or not you can always consult your tutor, or go and ask a lecturer during their office hours. There is no harm in making sure.

You must make sure that you familiarise yourselves with the plagiarism guidelines. We take both poor referencing and plagiarism very seriously. If you are uncertain about any aspect of referencing please seek advice from your tutor or register with the regional writing centre. Contact [www.writingcentre@ul.ie](mailto:www.writingcentre@ul.ie) to seek individual tuition and support with any aspect of referencing as well as with more general efforts to improve your academic writing.



## PLAGIARISM AND REFERENCING

All work (presentations, materials used for the debates and written assignment) must be the author's own work. All written work and supporting materials will be screened for plagiarism using state-of-the-art detection technology. Under no circumstances may Wikipedia be used as an academic source in any of the assignments. Where work is to be submitted electronically and in paper form, both versions must be the same.

You are reminded that it is an academic offence to use the work of others (whether written, printed or some other form) without acknowledgement. Where a judgement is made that the work has been used with the intention to deceive the assessors or examiners as to the authorship or origin of the work in question, plagiarism will lead to your being expelled from the University for a year. Penalties will be deducted for poor referencing.

Cases of poor referencing or suspected plagiarism include:

- Failure to identify the source of an idea or quotation;
- Failure to paraphrase or distinguish a direct quote from a paraphrase (even when you have referenced the source);
- Sloppy citation and poor integration of sources.

### A SHORT GUIDE TO REFERENCING

A bibliographical reference should contain sufficient information for someone else or yourself to trace the item in a library. Inadequate referencing can lead to suspicions of plagiarism. It is therefore very important to be consistent and accurate when citing references. The same set of rules should be followed every time you cite a reference.

The Department of Politics and Public Administration requires you to use the Harvard system (also known as the 'author, date' system) to compile the reference list for your assignment. Citations in the text should give the author's name with the year of publication and then all references should be listed in alphabetical order at the end of the paper/dissertation.

A detailed guide to the Harvard system, and the principles of referencing, can be found at <https://libguides.ul.ie/citeitright> and in the "Cite it Right" booklet, which you can also find at that webpage.

### BIBLIOGRAPHIC SOFTWARE

You may find it helpful to use bibliographic software as you work, such as 'RefWorks', 'Zotero', or 'EndNote'. These programmes allow you to create and store your own database of records. Guidance on Endnote can be found here: <https://libguides.ul.ie/referencing-endnote/endnote-online>

By contrast, something was your property when you owned it, but someone else made use of it and you raked in the profit from its use. This led him to declare that property was theft. Stealing Proudhon's idea would look something like this:

**It is possible to make a distinction between property and possession. A possession is something that someone owns and uses. Property is something that someone owns, but does not use. Instead they rent it out to someone else to use. An example of this would be a factory, in which the owner does not work in it, but hires workers to work it for him. The factory owner then lives off the work of the factory workers. This is theft.**

To avoid plagiarism this passage should read:

**Proudhon made a distinction between property and possession. A possession is something that someone owns and uses. Property is something that someone owns, but does not use. Instead they rent it out to someone else to use. An example of this would be a factory, in which the owner does not work in it, but hires workers to work it for him. The factory owner then lives off the work of the factory workers. This, according to Proudhon, is theft. (Proudhon, 1890, ch. 5).**

Sometimes students accidentally leave out a reference in an essay. *Do not worry! You will never be penalised for a genuine error. But the only way that anyone will know you've made a genuine error is if you have in general been good at providing references.*

### **EXAMPLE III: INFORMATION IN THE COMMON DOMAIN**

It is *not* plagiarism if you quote a commonly known idea or argument that is not specific to any writer or set of writers. You may, for example, read in a book on Irish politics that the Irish flag is a tricolour consisting of green, white and orange vertical stripes. *Obviously you do not need to reference this as this is something that is in the common domain.* You would only need to add a reference here if you decided to take a direct quote. For example:

According to article 7 of the Irish constitution the "national flag is the tricolour of green, white and orange".

It would also be fine to write, without any reference:

The Irish flag consists of green, white and orange vertical stripes.

Similarly, there are certain words and phrases, invented by writers in the past, which have passed into the language and do not need to be referenced (mainly because they have become commonly used expressions, or because people already know where they come from). This is particularly true of many expressions from Shakespeare's plays or from common translations of the Bible (especially from the King James Bible). So you would *not* need to reference Shakespeare in this passage:

The prevailing attitude at the government meeting could be summarised as neither a borrower nor a lender be.

## PLAGIARISM

Plagiarism is academic theft. It is the stealing of other people's ideas, and then claiming those ideas as your own. The most common form of plagiarism is the copying out of whole sections of someone else's written work into an essay. Another form of plagiarism ('auto-plagiarism') is the submission of the same essay to two different assessments (e.g., in two different modules). In both cases the student is trying to get academic credit without doing the work required. The UL student handbook classes plagiarism as academic cheating (along with cheating in an exam), and consequently it is deemed a major offence. The punishment for a major offence can be as much as a twelve month suspension from the University.

Plagiarism is easily avoided. Always use speech marks when using a direct quote, and always cite an author when using someone else's ideas. Facts in the common domain need not be cited, however. Here are a few examples of what is and is not plagiarism:

### EXAMPLE I: STEALING A TEXT WORD FOR WORD

The following is a quote from David Held:

**There is nothing more central to political and social theory than the nature of the state, and nothing more contested.**

The correct ways to incorporate this into your essay is either to quote it directly, or to put the idea in your own words while making reference to the author:

**According to David Held there "is nothing more central to political and social theory than the nature of the state, and nothing more contested." (Held, 1983: 1).**

OR

**David Held believes that, while the nature of the state is central to the theory of politics, it is also the most contested concept in the discipline (Held, 1983: 1).**

This, however, would be plagiarism:

**I believe that there is nothing more central to political and social theory than the nature of the state, and nothing more contested.**

One of the most common, and serious, forms of plagiarism is when a student hands in an essay which has been copied out, word for word, from another work. Avoid cutting and pasting text in your essay directly from online sources, unless you are quoting directly. Even if you are only using short phrases from your sources make sure that you always place these in quotation marks and include a reference. If you fail to put direct quotations in quotation marks this will be immediately detected by our plagiarism software and is likely to lead to your essay being sent for investigation as a case of plagiarism. *Note: it is still plagiarism if you have the author's permission to use their work word for word! Copying out a friend's essay and submitting it as your own work is still plagiarism, and can get both of you into serious trouble.*

### EXAMPLE II: STEALING SOMEONE ELSE'S IDEA

The anarchist writer Pierre-Joseph Proudhon believed that there was a difference between property and possession. Something was your possession when you made use of it.



## THE UL GLUCKSMAN LIBRARY

Reading lists will be provided for each module that students take. These lists will indicate material that should be read to generate a solid overall understanding of the issues covered on the module, and insights into the specific subjects of each weekly session. These reading lists are not intended, however, to be exhaustive. Part of the transition to postgraduate study is being able to demonstrate your ability to locate, critically use, and evaluate your own sources of information.

The [UL Glucksman library](http://www.ul.ie/library), [www.ul.ie/library](http://www.ul.ie/library) holds many useful sources of information, including books, journals, databases, current affairs magazines/newspapers and specialist material such as that held by the European Documentation Centre.

In common with many universities, UL places increasing emphasis on electronic journals (i.e. electronic copies of journals). The Library has various catalogues and databases which can be searched for material. The Library also subscribes to various services which can be used to locate and download articles.

Postgraduate students are allowed to borrow 10 items from the Library at any one time. The standard loan period is 28 days. A short-loan collection is located on the first floor. Items can be borrowed from this collection for a three-hour period, and must be consulted in the Library.

Material not available in the UL library can be accessed via Inter-Library Loan. Postgraduate students are allowed 5 Inter-Library Loan items each academic year.

The Librarian for the Faculty of Arts, Humanities and Social Sciences (in which PPA is a Department) is Ms Pattie Punch ([Pattie.Punch@ul.ie](mailto:Pattie.Punch@ul.ie)). She will be pleased to help you with queries about library resources.

Resources in languages other than English or Irish can be found at the Language Resource Area, which specialises in helping students and Faculty learn other languages. For details of their services, visit their web page: [Language Resource Hub](#)

### Important updates (Summer 2021):

[Library Services during Covid restrictions](#)—[www.ul.ie/library/library-services-during-covid-restrictions](http://www.ul.ie/library/library-services-during-covid-restrictions)  
**Please note** as per latest Government guidelines, face coverings in all library areas are mandatory for all library users. In line with other institutions, the University of Limerick's Interlibrary Loan's service has at present suspended lending physical items.

Even though the phrase “neither a borrower nor a lender be” comes from a speech by Polonius in *Hamlet*, it is now considered common domain. Similarly:

It is easy to criticise with the benefit of hindsight. The people who advocated and executed the government’s economic policy saw the problems of the country through a glass, darkly.

The phrase “through a glass, darkly” is a quote from the King James translation of I. Corinthians 13.12. It has entered the language as a common expression, and *does not need to be referenced*.

In sum, you do not need to reference everything you read, but only those quotes or ideas that are clearly the intellectual property of another. If you are not sure it is wisest to err on the side of caution and add a reference anyway. No one is going to penalise you for being over-cautious. On the other hand, it would be absurd to reference *every* point you make just in case.

#### **EXAMPLE IV: COMING UP WITH THE SAME IDEA INDEPENDENTLY**

Human history is full of examples of people who came up with similar or the same ideas without realising it. The theory of evolution, for example, was developed by a number of researchers independent of each other, and a debate still rages about whether or not it originates with Charles Darwin. It is *not* plagiarism if you come up with an idea, only to find out later that someone else has already written it down. It is only plagiarism if you knowingly steal it. Having said this, if a student was to submit an essay in which they claimed the whole of Karl Marx’s theory of surplus value as their own the lecturer would obviously not believe it!

The bottom line here is that you do not have to worry, when making claims in your essay, that someone else may have already said it. If you write an essay claiming that the power of the state is necessary to control our violent natures, only to find out later that Thomas Hobbes had already said it in the seventeenth century, this is not plagiarism. It would, of course, be plagiarism if you had read Hobbes previously, or if you quoted directly from Hobbes without referencing him.



## **APPENDIX 1**

### **PPA TEACHING AIMS, OBJECTIVES & CHARTER**

#### **TEACHING AIMS**

The Department considers that while the substantive content and concerns of the discipline of Politics and Public Administration are important in their own right, they also constitute the medium through which it seeks to achieve wider educational aims.

Accordingly, the teaching and learning aims are:

1. To develop the powers of the mind and critical intellectual skills by giving priority to reflexive, interactive and deep learning.
2. To broaden and deepen the political understanding of students by encouraging them to analyse beneath the surface of political phenomena.
3. To enable students to benefit from staff expertise by promoting a close relationship between research and the teaching programmes.
4. To introduce students to the basic assumptions and procedures of research and scholarship.
5. To enable students to develop a range of flexible and key transferable skills, particularly techniques of analysis and communication which are not subject-bound and which may be applied in subsequent personal, social, occupational and postgraduate academic contexts.
6. To encourage autonomy and choice in learning around a common core.

#### **TEACHING OBJECTIVES**

In pursuing these aims, the objectives are that students graduating in Politics and Public Administration will:

- Recognise the importance of the relationship between evidence and explanation in reasoned argument.
- Show autonomy and choice in learning, on their own and in groups, using a range of scholarly and other resources, including the internet, official and library sources.
- Be equipped with a broad understanding of the scope of the academic discipline of Politics and Public Administration - its main fields of study and sub-divisions, its central preoccupations, dilemmas, internal debates and its relations with other social sciences and humanities.
- Have a basic grasp of the main theoretical frameworks and approaches in Politics and Public Administration so as to appreciate the salience of concepts and theory in social and political analysis.
- Be equipped with a more detailed knowledge of at least two specialist branches within the discipline, drawn from political theory, European and comparative politics, international politics and relations, and public administration.
- Be able to display a grasp of cognate subjects, and be sensitive to the advantages and complexities of interdisciplinary work involving Politics and Public Administration and other disciplines.
- Be able to communicate effectively in writing and orally.



## TRAINING AND SUPPORT SERVICES

For the latest UL Covid advice, course delivery information and learning online ,visit  
<https://www.ul.ie/covid/ul-new-and-existing-students>

**Postgraduate Students' Association**  
[ULPSU – Postgraduate Students' Union](#)

**Careers Service**  
[Career Services | University of Limerick - Cooperative Education & Careers Division \(ul.ie\)](#)

**Student Computing Services**  
<https://ulsites.ul.ie/itd/student-computing-services-information>

**Counselling Services**  
[Counselling Service | University of Limerick \(ul.ie\)](#)

**International Education Division**  
<https://www.ul.ie/international/>

**Disability Support Services**  
<https://ulsites.ul.ie/disabilityservices/>

**Student Learning Support (Centre for Teaching and Learning)**  
<https://www.ul.ie/ctl/what-we-do/support-centres>

**Language Resource Area**  
<https://ulsites.ul.ie/llh/>

**Research Ethics (University Guidelines)**  
<https://ulsites.ul.ie/researchethics/>  
<https://www.ul.ie/artsoc/ethics>

In addition, the objectives of the postgraduate taught Master's Degrees are to:

- Deepen substantive knowledge of specialist areas through core modules, while allowing choice and autonomy of options.
- Prepare graduates for subsequent research degrees or work.
- Enhance professional skills.

The achievement of these aims and objectives is pursued through emphasis on the following features of the programmes of study:

- A progressive undergraduate teaching structure in Politics and Public Administration which develops from a broad, interdisciplinary and introductory first year, to second and third year choices of Core Modules, Option Modules and an independent research dissertation.
- A variety of teaching and learning methods based primarily on the principle of small-group teaching.
- An integrated approach to study skills that emphasises methods and techniques of independent study and scholarship, encouraging also the use of IT and language training opportunities.
- Regular opportunities for feedback to and from students.
- Adherence to the principles outlined in the Teaching Charter.

## A TEACHING CHARTER

### *What Students Should Do*

- Students must pursue their studies with due diligence.
- Attendance at lectures is expected but attendance at tutorials, classes and seminars is required.
- Any absence from classes, seminars or tutorials must be covered by a medical certificate, or satisfactory explanation, in person to your class teacher or tutor.
- Lateness is a discourtesy to the whole group and is unacceptable.
- Students are expected to prepare properly for classes and seminars. Students who act as 'free riders', attending classes and seminars but not doing any preparatory work or making a constructive and thoughtful contribution to the discussion, will be reminded of their obligations by the teacher and, preferably, also by student members of the group.
- When making a presentation, students should approach the task professionally. Copying or paraphrasing material from books and articles and then reading it out is not satisfactory. Students should, when feasible and appropriate, consider using white boards, overheads and hand-outs. This makes the presentation more effective and is a preparation for the world outside the University.
- Students should be open-minded in seminars, classes and tutorials, in the sense that they should be prepared, for educational purposes, to argue for and against positions with which they themselves do not actually agree. (This also applies to class teachers). Likewise, they should accord respect and attention to the arguments presented by fellow students (who may also be playing Devil's Advocate) and not get embroiled in personal arguments.
- Students must be prepared to undertake an independent programme of reading relating to their courses, and should not rely on the lectures to 'cover' the syllabus entirely. It is the student's responsibility to ensure that he/she has mastered the syllabus adequately, even if the lecture series does not give detailed attention to each topic listed in the course outline.
- Students are advised to carry a diary to enable them to make, and keep appointments and not forget lectures, classes, seminars and tutorials.
- Students must submit essays on time. Extensions must be sought prior to the submission date. Late work that is not accompanied with a medical certificate may be penalised.

11. Essays must be professionally presented. (See the section of the Undergraduate Handbook on Essay writing).
12. All the written work a student submits must be his/her own. Plagiarism of other people's work, whether passages are 'lifted' directly or with slight rewording, and irrespective of whether the work in question is listed in your bibliography, is wholly unacceptable and will be heavily penalised in accordance with University rules.
13. Students must give their class presentations or seminars when they have been scheduled. Absences will only be excused with a medical certificate. Students who cannot attend a class or seminar are responsible for informing their class teacher prior to the time they were to present their paper or give their presentation. They can do so by telephoning the class teacher, through the e-mail, or via a note left in the appropriate pigeon-hole.
14. Students should check the Departmental notice boards regularly for notices and memos from members of staff.
15. Students are responsible for finding out when their examinations will be held.

### ***What Teachers Should Do***

1. Teachers will provide students with complete and accurate information concerning their module requirements, readings, essay titles, topics for class presentations and all that will be expected of students taking their module. They will provide a coherent and structured approach to a field of study that will enable the student to work independently and competently in that field. Teachers will provide a detailed handout outlining the structure of both lectures and class/seminars. They will provide written information about the precise purpose and content of each scheduled session and what is required of each student for that session.
2. Teachers will ensure that students are aware when they are to give papers, chair sessions, etc. so that students will have sufficient time to prepare.
3. Teachers will make it clear to students that their sessions will start and finish ON TIME and will ensure that this commitment is fulfilled.
4. Teachers will ensure that they themselves attend scheduled lectures, classes and seminars.
5. Lectures will attempt to ensure that their lectures are interesting, lively and relevant to the material under discussion. Teachers will attempt to avoid reading out long continuous passages of text.
6. All lecturers and class teachers will be available to see students during scheduled office hours. Every member of the Department will post their office hours on their doors. There will be a minimum of two different sessions when members of staff will be available to see students taking their courses: one session will be at least one hour long and the second at least two hours in duration. Staff will be willing to arrange to meet students at other times if such meetings are appropriate and necessary.

8. Students will be given time in lectures, classes and seminars to ask questions, seek advice about unresolved problems and consolidate their learning.
9. As professionals, teachers will seek and welcome constructive feedback on the effectiveness of the teaching and learning sessions for which they are responsible.
10. Teachers will monitor the academic progress of all students taking their modules. Students will be informed if their work is unsatisfactory or if they are failing to pursue the module with due diligence.
11. Teachers will mark essays and return them in a timely fashion. Usually students should have their essays returned to them within three weeks of them being submitted. If this is not possible the teacher will inform the students of why this is so and give a definite date for the return of the essays.
12. Teachers will provide students with constructive suggestions about how they might improve the standard of their written and oral work.
13. Teachers will encourage participation by all students in classes and seminars and will offer constructive criticism.



## APPENDIX II

### SAMPLE MODULE GRADING SHEET

NAME:		Degree programme:				
ID:		Assessment:				
Mark (%): <i>Marks deducted for poor referencing:</i>		Mark (letter grade):				
<i>Scale: 5 = excellent, 4 = good, 3 = satisfactory, 2 = poor, 1 = very poor</i>						
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Argument</b>						
Does not answer question						Answers question
Poorly structured						Well structured
Not analytical						Analytical
Empirically inaccurate						Empirically accurate
Illogical and incoherent						Logical and coherent
Uncritical						Critical
No signs of independent thought						Shows signs of independent thought
Poor use of evidence						Good use of evidence
<b>Range of sources used</b>						
Poorly researched						Well researched
<b>Quality of references</b>						
Poorly referenced						Well referenced
Poor bibliography						Good bibliography
<b>Writing style</b>						
Unclear						Clear
Grammatically incorrect						Grammatically correct
Poor spelling						Good spelling
<b>Other Comments</b>						
<b>Marker:</b>  <b>Date:</b>						



## APPENDIX III RESEARCH ETHICS

### KEY INFORMATION

**PPA COORDINATOR: BERNADETTE CONNAUGHTON**

**University Guidelines:**

<https://ulsites.ul.ie/researchethics/>

**Ethics Application Form and Faculty Guidelines:**

<https://www.ul.ie/artsoc/research/research-ethics>

### ETHICS GUIDELINES

**When does a research project need ethical approval?**

If Faculty or students wish to do any research that involves other people, including via computers, it is necessary to apply for ethical approval from the Faculty Research Ethics Committee. In doing so, you should:

- 'anticipate ethical dilemmas likely to be encountered in the research (such as informed consent, confidentiality and anonymity of participants, expertise of the researcher, protecting the rights of those involved) and indicate how they will be surmounted;
- anticipate safety issues likely to be encountered by the researchers in the course of their fieldwork;
- anticipate the project's data storage needs'.

**Where can I apply?**

**For queries on dates, forms and guidelines on Research Ethics email [fahssethics@ul.ie](mailto:fahssethics@ul.ie)**

You can get the application form via the AHSS website.

**What do I need to fill out in the form?**

The checklist in Section 3 (Ethical Issues) must be completed on all applications. If you answer 'no' to all checklist questions, please proceed to Section 5. If you answer 'yes' to some checklist questions, you must complete Section 4. All applicants must fill out both Information sheets and consent forms (Appendices)

**When will the meeting take place? What is the deadline for submission of applications?**

Precise dates for monthly submission deadlines and meetings are published on the Sharepoint site. Note: this changes each semester depending on the availability of the committee.

**How should my application be submitted?**

**Appendices:** Collect all appendices (information letter(s), consent form(s), interview questions, Garda Clearance form, Child safeguarding form, Research Privacy Notice etc) and place into one single electronic file title 'Appendices'. Student's forms must be signed by both student and their supervisor. Faculty must ensure their Head of Department reviews and signs their form. Submit one electronic copy plus appendices to [fahssethics@ul.ie](mailto:fahssethics@ul.ie).

- Please make sure that the official UL crest is not deleted from any of the AHSS documentation.
- Please keep the form in its original format and layout and its sections in their proper order.
- Please spell check your application
- Make sure all email addresses for correspondence are ul email addresses. No gmail/hotmail/yahoo mail addresses will be accepted.
- If there are any questionnaires or other supplementary information that is relevant, please ensure that it is included with your application.

### **What about anonymity and confidentiality?**

The following could be included on the Information Sheet/Consent Form:

“You will be identified by name in this research project.”

“You will be not identified by name in this research project.”

“Any information given in the course of interviews may be used in the study, but your privacy will be respected in all other matters.”

### **What about the storage of recordings of interviews, transcripts of documents and so on?**

You need to include information about data storage in your completed form and ensure that the way in which data will be handled will comply with your obligations in line with the General Data Protection Regulation (GDPR). See <http://www.ul.ie/dataprotection> and <https://www.ul.ie/hr/gdpr-online>

- Data must be stored in a secure location for a period of seven years and destroyed after that time. With regards to anonymous data, it is the responsibility of the researcher to ensure that coding lists, consent forms, and raw data are stored in a separate secure location for a period of seven years.
- Data in hard copy (paper) format must be stored in a secure location (e.g. a locked filing cabinet) for a period of seven years, after which time, it should be disposed of securely and confidentially. It is the responsibility of the researcher to ensure that hard copy data is only accessible to authorised people at all times.
- Data in soft copy (electronic) format, including video, audio, and photographic material, must be password protected or encrypted and stored in accordance with the Data Protection Acts. It is the responsibility of the researcher to ensure that soft copy data is only accessible to authorised people at all times. After the seven year period, the soft copy data should be disposed of or deleted securely and confidentially.

### When will I hear feedback on my application?

You should hear from the Committee chair within a few days of the meeting taking place, giving direct approval or asking for further information or clarification.

### When I can I start my research?

Research with people can only start once Ethical approval has been given. It cannot be commenced before this point. If research is commenced prior to this point the matter has to be referred to the Course Board, via the candidate's supervisor. Approval cannot be granted retrospectively.

### What is the process?

- Obtain AHSS Ethics application form from the AHSS sharepoint site (accessible to faculty only)
- Read the instructions and all questions carefully
- Fill in the form in its entirety and in its proper order. Please note that Section 4 only needs to be filled out if you answer yes to a checklist question.
- The Ethics committee meets once a month. Please ensure that all fully completed proposals are submitted on time. Only electronic applications are accepted No late applications will be accepted and the dates for this semester are on the sharepoint site.
- Applications must be typed and submitted in soft copy format. The application must be signed by both the supervisor and the applicant. Guidelines on how to create a digital signature are available via the sharepoint site.
- You can expect a response from the committee chair within a week of the meeting taking place. Any further necessary implementations are sent directly to the committee chair.
- Once approval is sanctioned you will be informed directly by the committee chair and your proposal will be assigned a number eg: FAHSS\_REC (number). Only then can you start your research with your interviewees, survey participants etc. Where necessary, the Chair will clearly outline any changes necessary to you, and how to implement them. *You cannot start your research until your application has been fully approved by the Committee Chair.* When resubmitting your application you will need to include your application number (e.g. 2018\_01\_01\_AHSS) and a cover letter/email outlining the changes made. Once approval is sanctioned you will be informed directly by the Committee Chair. Only then can you start your research with your interviewees, survey participants etc.

### Points to note when filling out the form

- Make sure you read all the instructions carefully
- Handwritten forms will not be accepted. Please submit one typed soft copy.
- Please highlight the checklist answers or put in bold, so they are clear.
- Please fill out all sections of the form, checklist, application form (relevant section) and complete appendices.
- Please ensure you have the correct ULREG details:
- Chairperson of ULREG
- c/o Dr. Maria Connolly, Corporate Secretary's Office, University of Limerick, Castletroy, Limerick, Republic of Ireland or phone at 061 23 4393.
- In the consent form where you see 'Name of Research Project' – please put the actual name of the



## APPENDIX IV

### MA DISSERTATION GRADE DESCRIPTIONS AND SAMPLE GRADING SHEET

#### MA Dissertation Grade Descriptions

*Note: It is expected that all MA dissertations will be professionally formatted, properly referenced, inclusive of all appropriate scholarly and bibliographical information, and free from spelling and grammatical errors. Marks will be deducted for inadequate formatting, referencing, spelling and grammar.*

**A1, 75+:** Excellent intellectual content reflecting a comprehensive grasp of the relevant theories and concepts; novel ideas, integrated professionally with the existing literature; clear and logical presentation of material; project aims and rationale explained very clearly and well justified; research design, method(s) and sources closely aligned with research objectives; extensive engagement with the existing literature, which provides the basis for the project objectives; professional quality analysis and interpretation; perfect or near perfect referencing.

**A2, 70-74:** Very good intellectual content reflecting a very strong grasp of the relevant theories and concepts; some original ideas, integrated well with the existing literature; clear and logical presentation of material; project aims and rationale explained clearly and well justified; research design, method(s) and sources aligned with research objectives; strong engagement with the existing literature, which is connected clearly to the project objectives; excellent analysis and interpretation; perfect or near perfect referencing.

**B1, 65-69:** Good or very good intellectual content reflecting a strong grasp of the relevant theories and concepts; material integrated well with the existing literature; generally logical presentation of material; good statement of project aims, project rationale well justified; solid research design, appropriate method(s) and sources; the connections between the existing literature and the project are well explained; good analysis and interpretation.

**B2, 60-64:** Good intellectual content, competent usage of all (or nearly all) of the relevant theories and concepts; material integrated with the existing literature; generally logical presentation of material, though perhaps not optimal; adequate statement of project aims and rationale; appropriate methods and sources, solid research design, any faults are insignificant; some link between the literature surveyed and the project aims; good analysis and interpretation.

**B3, 55-59:** Modest intellectual contribution reflecting a familiarity with most of the relevant theories and concepts; material explicitly connected to the existing literature; progression of the material may be uneven or unclear in places; main aims of project stated and justified; adequate methods and sources, research design appropriate and stated clearly, any faults are insignificant; connections between the literature and the project aims are present, but not fully explained; adequate analysis and interpretation.

**C1, 50-54:** Modest intellectual contribution suggesting an adequate grasp of most of the relevant theories and concepts; evidence of a relationship between the material and the existing literature; progression of the material may be uneven or unclear in places; main aims of project stated; relevant sources and plausible research design, with relatively minor shortcomings; connections between the literature and the project aims are present, but not fully explained; moderate quality analysis and interpretation.

**C2, 45-49:** Evidence of intellectual contribution, though with some theoretical and/or conceptual flaws; limited integration of the material with the existing literature; some logical progression of the material, most of which is relevant; main aims of project lack clarity; weak research design, with shortcomings that compromise the plausibility of the research findings; connections between the literature and the project aims are present, but not fully explained; weak analysis and interpretation.

**C3, 40-44:** Limited evidence of intellectual content; weak integration of the material with the existing literature; material not well organised, some passages irrelevant; main aims of project lack clarity; inadequate research design, with shortcomings that undermine the plausibility of the research findings; connections between the literature and the project aims unclear or poorly explained; deficient analysis and interpretation.

**Fail, 0-39:** Serious theoretical and/or conceptual errors; repetitive; unoriginal; incoherent; no evidence of scientific focus; aims not clearly stated; inappropriate research method(s) that undermine the validity of the study; little or no engagement with a relevant academic literature; flawed analysis or interpretation.

### Dissertation Comment and Mark Sheet

<b>Student Name:</b>				<b>Student ID:</b>				
MA Programme:								
Thesis title:								
Quality Mark (%)		Marks Deducted for Late Submission:		Marks Deducted for Poor Referencing:		<b>Final Mark (letter grade):</b>		
<b>Scale: 1 = very poor; 2 = poor; 3 = satisfactory; 4 = good; 5 =excellent</b>								
				1	2	3	4	5
Quality of Intellectual Content and Originality								
Clarity of Research Objectives and Rationale								
Quality, Sophistication and Appropriateness of Research Design								
Quality of Execution of Research Method								
Breadth and Appropriateness of Sources								
Theoretical and Conceptual Clarity								
Empirical Accuracy								
Quality and Objectivity of Analysis and/or Interpretation								
Quality and Relevance of Engagement with Academic Literature								
Quality of Writing: Structure, Logical Coherence and Clarity								
Quality of Writing: Spelling and Grammar								
Quality of Writing: Referencing and Academic Style								

**Comments:**

**Marker:**

**Date:**

**Department of Politics & Public Administration  
University of Limerick,  
Limerick, Ireland  
Tel: +353 61 202633  
[www.ul.ie/ppa](http://www.ul.ie/ppa)**



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**Department of  
Politics and Public  
Administration**