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Introduction

Welcome

Welcome to the MA in Understanding and Securing Human Rights! Our MA is geared to enabling human rights professionals to more effectively translate moral engagement and human rights law and discourse into transformative practice.

We are delighted to have you join us and we look forward to working together over the coming year. This Student Handbook is designed to help you settle into the School of Advanced Study and understand the requirements for the MA. If you still have questions after reading this Handbook and the accompanying School of Advanced Study (SAS) Handbook, please do not hesitate to contact Student Support staff or the Course Convenor.

Equality Statement

The MA programme welcomes and values the diversity of its students, alumni, staff, and visitors. We firmly believe in equal treatment and non-discrimination. We strongly encourage a learning environment based on tolerance, mutual respect and constructive dialogue.

Institute of Commonwealth Studies MA Staff

Dr. Corinne Lennox is a Senior Lecturer in Human Rights, MA Course Convenor and module convenor for Securing Human Rights modules I & II and Module Convenor for the Indigenous Peoples, Minorities and Human Rights module. Dr. Lennox is also the coordinator for the placement scheme and the Geneva study tour.

Dr. Damien Short is a Reader in Human Rights and the Director of the HRC (Human Rights Consortium). He is Module Convenor for the Understanding Human Rights I and II modules, Module Convenor for Researching Human Rights: Social Research Methods module and Module Convenor for the Business and Human Rights module. Dr. Short is also guest lecturer on the Indigenous Peoples, Minorities and Human Rights module.

Dr. David Cantor is a Reader in International Human Rights Law and the Module Convenor for the Foundations of International Human Rights module.

Dr. Julian Burger is the Module Convenor for the Politics of Human Rights in Latin America module and guest lecturer on the Indigenous Peoples, Minorities and Human Rights module.

Dr. Sarah Singer is a Lecturer in International Human Rights Law and the Module Convenor for the Topics in International Human Rights Law module in the spring term.

Dr. Lucy McMahon is the Lecturer for the Human Rights in Latin America modules.

Office Hours

Dr. Damien Short HRC Director, Reader in Human Rights	020 7862 8836 Damien.Short@sas.ac.uk Room 228	Tuesdays 09:00 – 10:00 14:00 – 15:00
Dr. David Cantor Reader in International Human Rights Law	020 7862 8827 David.Cantor@sas.ac.uk Room 231A	Tuesdays (autumn term) 13:30 – 15:30
Dr. Corinne Lennox MA Course Convenor, Senior Lecturer in Human Rights	020 7664 5582 Corinne.Lennox@sas.ac.uk Room 229	Thursdays 14.30 – 16.30
Dr. Julian Burger Lecturer in Human Rights in Latin America	Julian.Burger@sas.ac.uk Room 265	Wednesdays 14:00-16:00
Dr. Sarah Singer Lecturer in International Human Rights Law	020 7862 8571 Sarah.Singer@sas.ac.uk Room 224	Tuesdays 14.00 - 16.00
Dr Lucy McMahon	lucy.mcmahon@sas.ac.uk	TBC
Ms. Alex Weston Programme Coordinator	Alex.Weston@sas.ac.uk 020 7862 8834 Ground floor, Senate House	Monday, Wednesday & Thursday 9.30 - 5

Academic Calendar 2016-17

Term Dates 2016-17

Autumn Term:	Monday 3 rd October - Friday 9 th December 2016
Spring Term:	Monday 9 th January - Friday 24 th March 2017
Summer Term:	Monday 24 th April - Friday 30 th June 2017

Holidays and Observances

Christmas	Monday 26 December 2016 – Monday 2 nd January 2017 inclusive
Easter	Thursday 13 th April 2017 – Tuesday 18 th April 2017 inclusive
Bank Holidays:	Monday 1 st May 2017, Monday 29 th May 2017
Summer Bank Holiday	Monday 28 th August 2017
Foundation Day	22 November 2016

Autumn Term 2016 Timetable

Week	Date	Unit/Module	Lecture (10-12pm)	Seminar (12:30-	
				13:30)	14.30 - 16.30
1	Tues 4th Oct	Law I	Senate Room	234	
	Tues 4th Oct	Everyday life			243
	Wed 5th Oct	UHR I	246	246	
	Thurs 6th Oct	SHR I	246	246	
2	Tues 11th Oct	Law I	234	243	
	Tues 11th Oct	Everyday life			243
	Wed 12th Oct	UHR I	243	246	
	Thurs 13th Oct	SHR I	246	246	
3	Tues 18th Oct	Law I	G35	234	
	Tues 18th Oct	Everyday life			246
	Wed 19th Oct	UHR I	243	246	
	Thurs 20th Oct	SHR I	246	234	
4	Tues 25th Oct	Law I	234	243	
	Tues 25th Oct	Everyday life			246
	Wed 26th Oct	UHR I	243	246	
	Thurs 27th Oct	SHR I	246	246	
5	Tues 1st Nov	Law I	234	234	G34 - 13.30 - 15.30*
	Tues 1st Nov	Everyday life			G35 - 15.30 - 17.30 - TBC*
	Wed 2nd Nov	UHR I	246	246	
	Thurs 3rd Nov	SHR I	246	243	
6	Tues 8th Nov	Law I	234	246	
	Tues 8th Nov	Everyday life			246
	Wed 9th Nov	UHR I	246	246	
	Thurs 10th Nov	SHR I	243	243	
7	Tues 15th Nov	Law I	234	234	
	Tues 15th Nov	Everyday life			243
	Wed 16th Nov	UHR I	246	246	
	Thurs 17th Nov	SHR I	246	246	
8	Tues 22nd Nov	Law I	L04 (IALS)		L04 (IALS)
	Tues 22nd Nov	Everyday life			TBC*
	Wed 23rd Nov	UHR I	246	246	
	Thurs 24th Nov	SHR I	Reading week	Reading week	
9	Tues 29th Nov	Law I	234	243	
	Tues 29th Nov	Everyday life			243
	Wed 30th Nov	UHR I	246	246	
	Thurs 1st Dec	SHR I	246	243	G35 - Class runs 14.30 - 18.00
10	Tues 6th Dec	Law I	234	243	
	Tues 6th Dec	Everyday life			246
	Wed 7th Dec	UHR I	243	246	
	Thurs 8th Dec	SHR I	246	246	

*Tues Nov 1 (Law) - G34 - 13.30 - 15.30 - Legal Writing Seminar

*Tues Nov 1 (Everyday Life) - G35 - 15.30 - 17.30 - TBC

*Time TBC

Spring Term 2017 Timetable

	Date	Unit/Module	Lecture (10-12)	Seminar (12:30-13:30)	14:30-16:30
1	Mon 9th Jan	SRM	246 (11am)		
	Mon 9th Jan	Indigenous People & HR			243
	Tues 10th Jan	Law II	234	234	
	Tues 10th Jan	PHRLA			246
	Wed 11th Jan	Understanding II	243	243	
	Wed 11th Jan	Business			243
	Thurs 12th Jan	Securing II	243	243	
	Thurs 12th Jan	Citizenship			234
2	Mon 16th Jan	SRM	246 (11am)		
	Mon 16th Jan	Indigenous People & HR			243
	Tues 17th Jan	Law II	G37	G37	
	Tues 17th Jan	PHRLA			246
	Wed 18th Jan	Understanding II	G37	G37	
	Wed 18th Jan	Business			G37
	Thurs 19th Jan	Securing II	243	243	
	Thurs 19th Jan	Citizenship			246
3	Mon 23rd Jan	SRM	246 (11am)		
	Mon 23rd Jan	Indigenous People & HR			243
	Tues 24th Jan	Law II	G37	G37	
	Tues 24th Jan	PHRLA			246
	Wed 25th Jan	Understanding II	243	243	
	Wed 25th Jan	Business			349
	Thurs 26th Jan	Securing II	243	243	
	Thurs 26th Jan	Citizenship			G37
4	Mon 30th Jan	SRM	246 (11am)		
	Mon 30th Jan	Indigenous People & HR			243
	Tues 31st Jan	Law II	349	349	
	Tues 31st Jan	PHRLA			246
	Wed 1st Feb	Understanding II	243	243	
	Wed 1st Feb	Business			349
	Thurs 2nd Feb	Securing II	243	243	
	Thurs 2nd Feb	Citizenship			G37
5	Mon 6th Feb	SRM	246 (11am)		
	Mon 6th Feb	Indigenous People & HR			243
	Tues 7th Feb	Law II	234	234	
	Tues 7th Feb	PHRLA			246
	Wed 8th Feb	Understanding II	243	243	
	Wed 8th Feb	Business			234
	Thurs 9th Feb	Securing II	243	243	
	Thurs 9th Feb	Citizenship			G37
6	Mon 13th Feb	SRM	246 (11am)		
	Mon 13th Feb	Indigenous People & HR			243
	Tues 14th Feb	Law II	349	349	
	Tues 14th Feb	PHRLA			246
	Wed 15th Feb	Understanding II	243	243	
	Wed 15th Feb	Business			234
	Thurs 16th Feb	Securing II	243	243	
	Thurs 16th Feb	Citizenship			G37
	Mon 20th Feb	SRM	246 (11am)		
	Mon 20th Feb	Indigenous People & HR			243

7	Tues 21st Feb	Law II	234	234	
	Tues 21st Feb	PHRLA			246
	Wed 22nd Feb	Understanding II	243	243	
	Wed 22nd Feb	Business			349
	Thurs 23rd Feb	Securing II	246	243	
	Thurs 23rd Feb	Citizenship			104
8	Mon 27th Feb	SRM	246 (11am)		
	Mon 27th Feb	Indigenous			243
	Tues 28th Feb	Law II	234	234	
	Tues 28th Feb	PHRLA			246
	Wed 1st March	Understanding II	243	243	
	Wed 1st March	Business			234
	Thurs 2nd March	Securing II	243	243	
	Thurs 2nd March	Citizenship			G37
9	Mon 6th March	SRM	246 (11am)		
	Mon 6th March	Indigenous			243
	Tues 7th March	Law II	234	234	
	Tues 7th March	PHRLA			234
	Wed 8th March	Understanding II	243	243	
	Wed 8th March	Business			349
	Thurs 9th March	Securing II	243	243	
	Thurs 9th March	Citizenship			G37
10	Mon 13th March	SRM	246 (11am)		
	Mon 13th March	Indigenous			243
	Tues 14th March	Law II	349	349	
	Tues 14th March	PHRLA			246
	Wed 15th March	Understanding II	243	243	
	Wed 15th March	Business			349
	Thurs 16th March	Securing II	246	246 - 12.30 - 14.00	
	Thurs 16th March	Citizenship			103
11	Mon 20th March	SRM	246 (11am)		
	Mon 20th March	Indigenous People & HR			243
	Tues 21st March	Law II	234	234	
	Tues 21st March	PHRLA			246
	Wed 22nd March	Understanding II	246	246	
	Wed 22nd March	Business & HR			234
	Thurs 23rd March	Securing II		G37	
	Thurs 23rd March	Citizenship			G35

Assignment Submission Deadlines

Autumn Term Assignments:

Securing Human Rights I – Case Study Essay (4000 words)

Monday 28th November 2016 (by 13:00)

Estimated return date: Tuesday 10th January 2017

Human Rights and Everyday Life in Latin America – Essay (3000 words)

Wednesday 6th December 2016 (by 13:00)

Estimated return date: Tuesday 10th January 2017

Human Rights and Everyday Life in Latin America – Blog post assessment (800-1,200 words)

Wednesday 6th December 2016 (by 13:00)

Estimated return date: Tuesday 10th January 2017

Understanding Human Rights I - Essay (3000 words)

Wednesday 14th December 2016 (by 13:00)

Estimated return date: Tuesday 10th January 2017

The Foundations of IHRL - Human Rights Law Brief (6000 words)

Monday 16th January 2017 (by 13:00)

Estimated return date: Monday 6th February 2017

Securing Human Rights I – Funding Proposal (3000 words)

Monday 23rd January 2017 (by 13:00)

Estimated return date: Monday 13th February 2017

Spring Term Assignments:

Securing Human Rights II – Policy Paper (3500 words)

Monday 6th March 2017 (by 13:00)

Estimated return date: Monday 27th March 2017

Securing Human Rights I - Funding Proposal Presentations

Thursday 23rd March 2017: Students will sign up to an available slot.

Understanding Human Rights II, Essay (3000 words)

Thursday 30th March 2017 (by 13:00)

Estimated return date: Thursday 11th April 2017

Topics in IHRL - Legal Research Essay (6000 words)

Tuesday 25th April 2017 (by 13:00)

Estimated return date: Wednesday 17th May 2017

Securing Human Rights II – Human Rights Media Project

Wednesday 3rd May 2017 (by 13:00)

Estimated return date: Wednesday 24th May 2017

Indigenous Peoples, Minorities and Human Rights Shadow Report

Monday, 3rd April 2017 (by 13:00)

Estimated return date of marks: Monday 24th April 2017

Indigenous Peoples, Minorities and Human Rights Essay (3000 words)

Thursday 4th May 2017 (by 13:00)

Estimated return date of marks: Monday 25rd May 2017.

Researching Human Rights – Social Research Methods Essay or Research Proposal (both 6000 words)

Tuesday 9th May 2017 (by 13:00)

Estimated return date of marks: Tuesday 30th May 2017

Politics of Human Rights in Latin America Essay (3000 words)

Tuesday 16th May 2017 (by 13:00)

Estimated return date: Monday 6th June 2017

Citizenship and Social Movements in Latin America – Essay (3,000 words)

Thursday 27th April 2017 (by 13:00)

Estimated return date: Thursday 18th May 2017

Business and Human Rights Essay (3000 words)

Tuesday 23rd May 2017 (by 13:00)

Estimated return date of marks: Tuesday 13th June 2017

Exam, Internship and Dissertation Deadlines

Understanding Human Rights I & II 24-hour take home exam (3000 words)

UHR I – Mid to late April 2017

UHR II – Mid to late May 2017

Estimated return date of marks: June 2017

(Dates to be confirmed in March)

Placement Evaluation Report

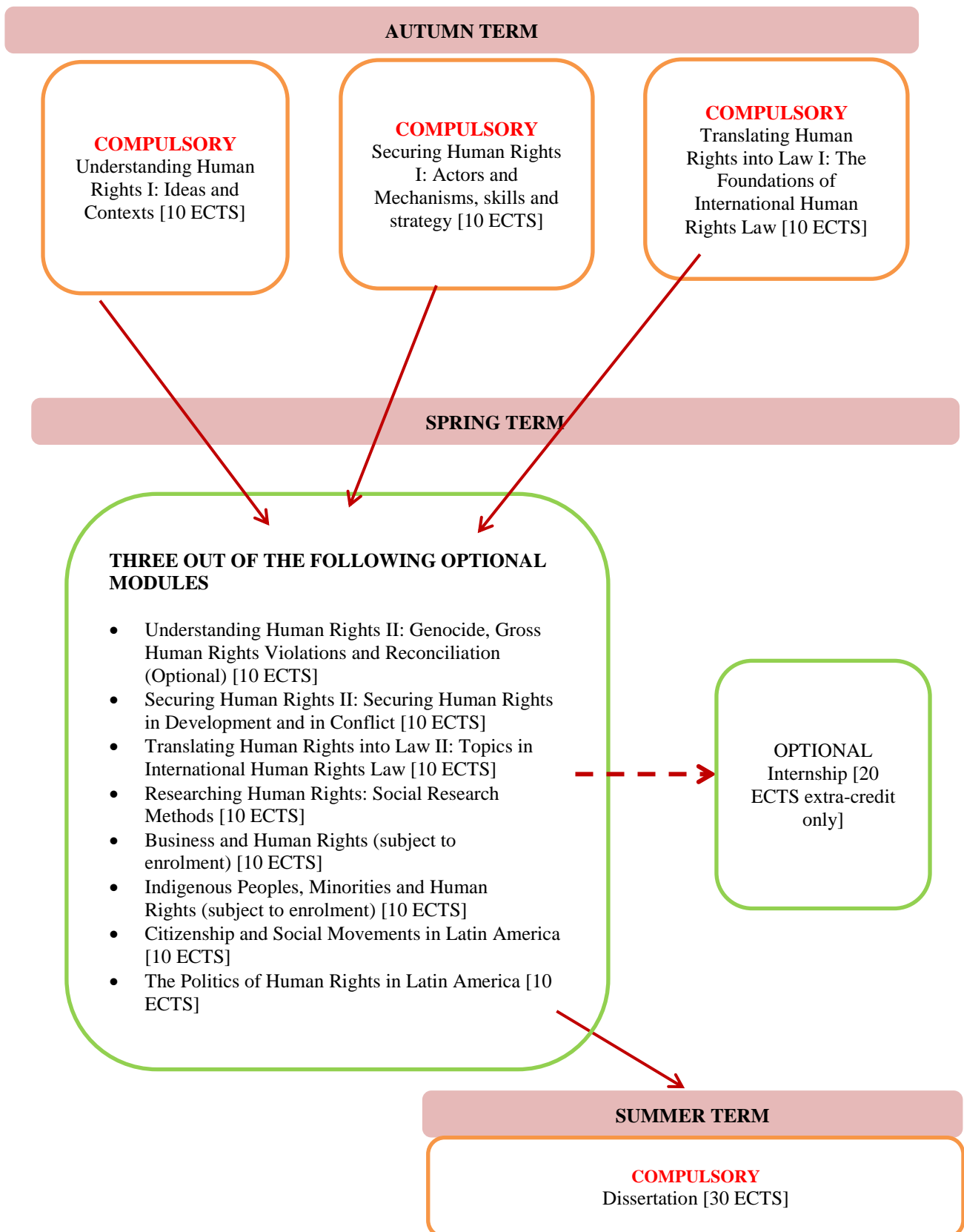
Friday 30th June 2017 or Friday 15th September 2017

Dissertation Timeline:

- Thursday 6th April 2017 (by 13:00) – Dissertation topic and one-page outline (by e-mail)
- Monday 5th June 2017 (by 17:00) – Dissertation title, abstract, outline and bibliography (by e-mail)
- **Friday 15th September 2017 (by 13:00) – Dissertation final submission**

MA Teaching and Activities

In order to pass, students must have achieved 90 European Credit Transfer and Accumulation System credits.



Latin America Pathway

In order to pass, students must have achieved 90 European Credit Transfer and Accumulation System credits.

AUTUMN TERM

COMPULSORY
Human Rights and
Everyday Life in Latin
America
[10 ECTS]

TWO OUT OF THE FOLLOWING THREE:
Understanding Human Rights I: Ideas and Contexts [10 ECTS] [**HIGHLY RECOMMENDED**]
Securing Human Rights I: Actors and Mechanisms, skills and strategy [10 ECTS]
Translating Human Rights into Law I: The Foundations of International Human Rights Law [10 ECTS]

SPRING TERM

COMPULSORY
The Politics of Human
Rights in Latin
America [10 ECTS]

COMPULSORY
Citizenship and Social
Movements in Latin
America [10 ECTS]

ONE OUT OF THE FOLLOWING OPTIONAL MODULES

- Understanding Human Rights II: Genocide, Gross Human Rights Violations and Reconciliation (Optional) [10 ECTS]
- Securing Human Rights II: Securing Human Rights in Development and in Conflict [10 ECTS]
- Translating Human Rights into Law II: Topics in International Human Rights Law [10 ECTS] (only with Law I prerequisite)
- Researching Human Rights: Social Research Methods [10 ECTS]
- Business and Human Rights [10 ECTS]
- Indigenous Peoples, Minorities and Human Rights [10 ECTS]

SUMMER TERM

COMPULSORY
Dissertation (with a focus on Latin America) [30 ECTS]

Programme Structure

All students must complete a minimum of three compulsory modules and three optional modules, plus the dissertation, in order to fulfil the requirement for the MA. In addition, students may wish to select one extra optional module (equalling 10 ECTS) and / or the internship (20 ECTS) for additional credit, totalling between 100 and 120 credits.

One module = 12.5% of the MA final grade (10 ECTS)

Six modules = 75% of the MA final grade (60 ECTS)

Dissertation = 25% of the MA final grade (30 ECTS)

If an additional optional module is taken (for an extra 10 ECTS), the final taught average is calculated from the three compulsory modules and the three optional modules with the highest grades.

The internship is not given a grade and is marked only as a pass or fail (extra 20 ECTS).

Auditing Modules

All students are welcome to audit modules (i.e. attend without the intention to be assessed) but must ask the module convenor's permission first.

Choosing Your Optional Modules

Optional modules run in the spring term (with the exception of Human Rights in Everyday Life in Latin America, which non-pathway students are free to take in the Autumn term). Students are required to select a minimum of three optional modules. Students will be invited to sign-up to optional modules in the Autumn term. It is possible for students to audit optional modules in the first week of the spring term, before finalising their choices. If a student wishes to change their module choices after the second week of term a written request must be submitted for approval by the MA teaching staff.

Please note that the internship can be taken on a non-assessed basis, in which case it is unaccredited. **If the internship option is taken on an accredited basis (for 20 ECTS credits), this must be in addition to the minimum requirement of six taught modules (three compulsory and three optional). NB: the internship is awarded a pass or fail but no marks, so it will not affect your overall grade.**

Part-time study

Students have the option to study the MA full time over one year, or part time over two or three years. Taking the MA over three years is known as Part Time Plus (PT+).

Part-Time Students: In the first year, part-time students start in the autumn term with the compulsory modules: Understanding Human Rights I and The Foundations of International Human Rights Law. In the spring term of the first year, part-time students can then select to take either one or two optional modules. In year two, part-time students start in the autumn term with the compulsory module: Securing Human Rights I followed by either one or two optional modules in the spring term. Please note that Securing Human Rights II is only available as an option in the second year.

Part-Time Plus Students: In the autumn term of each year PT+ students start with the compulsory modules: Understanding I in the first year, The Foundations of International Human Rights Law in the second year, and Securing Human Rights I in the third year. In their first spring term, PT+ students will be able to take all optional modules apart from Translating Human Rights into Law and Securing Human Rights II. In the spring term of the second year, students will be able to take all optional modules apart from Securing Human Rights II. In the third year, there will be no restrictions on the modules PT+ students can take.

All students, whether full-time, part-time or PT+ must complete a minimum of three compulsory modules and three optional modules. Part-time and PT+ students may undertake more than one internship, e.g. in both years and/or during the summer between years one and two. The dissertation is to be completed over the summer of the second year in the case of part-time students and in the third year in the case of PT+ students.

Module Outlines

Understanding Human Rights I & II

Modules I and II of *Understanding Human Rights* look at ideas of human rights, their moral underpinnings and the basis of claims. We also address cultural critiques of universal rights and political challenges to human rights practice. We place rights in specific contexts from the global to the local level to illustrate topical challenges. We also explore certain types of human rights violations, seeking to understand the violations and the motivations of the perpetrators, before moving on to consider the concept of reconciliation as a peace making paradigm and the role of rights therein. Finally, we look at the work of anti-globalisation activists and pose the question: are rights the best way forward in the so-called 'post-representational' world?

Securing Human Rights I & II

The modules in *Securing Human Rights* bring together the concepts explored in *Understanding Human Rights* and the legal mechanisms examined in the *International Human Rights Law* modules, and review strategies employed by inter- and non-governmental organisations, civil society groups and governmental agencies to secure human rights. We expose students to the practical work of various human rights actors, the context in which they operate, the techniques they use and the challenges they face. These modules build a range of the skills and knowledge necessary for undertaking human rights work in practice.

Translating Human Rights into International Law I & II

The two International Human Rights Law modules engage students in a critical and nuanced examination of the successes and failings of international law in protecting human rights. *The Foundations of International Human Rights Law* is compulsory for all students and takes place during the autumn term. We explore how human rights law functions as an international system and assess the effectiveness of different enforcement mechanisms. *Topics in International Human Rights Law* is an option during the spring term. Each week we focus on a different specialist area of human rights law in order to gain a broad and deep understanding of the crucial contemporary issues in this field.

Researching Human Rights: Social Science Research Methods

This is an optional module that provides students with an essential grounding in social science research methodology and its relevance to human rights research and practice.

The Politics of Human Rights in Latin America

This module provides a comprehensive introduction to human rights issues in Latin America in the context of contemporary processes of democratization in the region.

Human Rights and Everyday Life in Latin America

This module addresses human rights in Latin America from an ethnographic perspective, thereby seeking to explore not only the normative aspects of human rights, but also their history and practice.

Citizenship and Social Movements in Latin America

This module covers the diverse forms of collective action and contentious politics that have emerged in Latin America and how they have contributed to advancing and securing human rights.

Business and Human Rights

The module will look at important developments in the field of Business and Human Rights, developing on key theoretical and practical themes discussed in the autumn term, Understanding Human Rights I module. It will also provide students with an understanding of the basics of finance and economics.

Indigenous Peoples, Minorities and Human Rights

The module will investigate key historical and contemporary human rights issues faced by indigenous peoples and ethnic, religious and linguistic minorities that emanate from the relationship they have with the states in which they live and the international system. Topics covered range from colonial genocide and contemporary settler/indigenous relations to discrimination and accommodation of non-dominant ethnic, religious and linguistic minorities and struggles for equality and non-discrimination more generally. The module will also look into how indigenous peoples and minorities are protected by international human rights law, considering the rights that have been established, the jurisprudence that has been developed, and the mechanisms for implementation that are currently used in practice.

Human Rights Internships

As part of the MA in Human Rights, we assist students in finding internships with human rights organisations based in and around London during the academic year.

The commitment required will vary from one organisation to another but the usual requirement is two days per week for three months or one day per week for six months. Although this work is usually unpaid, it adds considerably to the understanding of human rights gained in lectures and may help you settle on a career path after graduation. (If you are a part-time student, there is an element of flexibility as to whether you do a placement in your first or second year, or both.)

Students seeking to obtain an extra 20 ECTS for this component are required to complete the equivalent of 25 working days to pass this module and will be required to submit a 1000 word assessment of their placement experience to the Programme Coordinator (see page 10 for the deadline). Guidelines for the assessment are included in the Placement Handbook (issued on Registration Day).

The kind of work undertaken on these placements varies depending on the type of organisation: it may be research, fundraising, lobbying or some other challenging task, but it is likely to include some routine office work as well.

Upon registration you will receive a list of organisations that are offering internships. You are encouraged to go through the list as soon as possible as it gives essential information about options, activities and areas of interest.

We will also organise an internship panel with alumni in the first few weeks of term. If you are interested in doing an internship, you are strongly urged to attend this panel to increase your chances of finding an internship and making the most of the internships that you do. Alumni sit on the panel to offer their advice.

Some of the organisations listed in the Internship Handbook have taken MA students for several years. They include, but are not limited to, Anti-Slavery International, Save the Children, Campaign Against the Arms Trade, Liberty, Detention Action, Minority Rights International, Rights Watch, Childhope and Peace Brigades International.

In past years, all students who actively sought an internship have successfully secured one. However, please be aware that we are not in a position to guarantee a placement for everyone on the course. We are, however, more than happy to act as facilitators in your search for an internship and will assist you as much as possible. For this reason, a short informal interview with the internship coordinator, Dr Corinne Lennox, will take place during the first three weeks of the autumn term.

Students are welcome to investigate their own internships with human rights organisations before the course starts, and are free to contact Dr. Corinne Lennox for any advice. Students can also arrange their own internship at any point during the academic year (and over the summer in between years one and two for part-time students). The Human Rights Consortium also receives regular notification of paid and unpaid NGO opportunities throughout the year and these advertisements are circulated to our MA students by email.

In order to achieve a successful outcome for both interns and the organisation, students are encouraged to complete a self-assessment prior to commencing their internship. The results can be shared with your supervisor at the internship organisation with the aim of establishing shared expectations and goals for the internship period. Students can also consult this self-assessment periodically during their internship to ensure that the experience is helping them to achieve the goals set for their own professional development. Guidelines for preparing a self-assessment are included in the Placement Handbook.

Geneva Study Tour

Each year, the MA staff and students take part in a one-week study tour to Geneva. We attend sessions of the UN Human Rights Council and the Committee on Economic, Social and Cultural Rights (or a similar UN treaty body). MA students are given a unique opportunity to meet representatives from various NGOs and UN agencies in order to get a feel for human rights advocacy in practice. Although not compulsory, the study tour is an excellent complementary element of the course. Given the practice-oriented focus of the MA, this is an opportunity to see for yourself how governmental, non-governmental and inter-governmental representatives work with (and within) the UN, thus complementing what you have learnt in lectures and from your reading.

The total cost of the Geneva Study Tour (including expenses) is around £500 and is not included in the programme tuition fees. The Geneva trip can take place at any time between the last week of May and the third week of June. Travel arrangements are the responsibility of the student. The Institute will organise accommodation, events and entry into the UN buildings, and travel insurance for those who want it.

Overseas students may be required to obtain a visa for entry into Switzerland. Information on this can be found at: <http://ch.vfsglobal.co.uk/allaboutyourvisas.html>. It should be noted that only the applicant is permitted to ask the Swiss authorities for a visa. The Institute is not allowed to do this for you. Further information on visa requirements can be found here: <http://switzerland.embassyhomepage.com/>



The Human Rights Consortium

The Human Rights Consortium brings together the multidisciplinary expertise from within the School of Advanced Study to provide a national and international collaborative centre for the support, promotion and dissemination of academic and policy work in human rights. Dr. Damien Short is the HRC's Director and MA teaching staff lead HRC research projects in their areas of interest and expertise. Ongoing projects include the Refugee Law Initiative, the Ecocide Project, the Extreme Energy Initiative, and the Indigenous Peoples & Minority Rights Project. There is ample opportunity for MA students to get involved in the HRC, either formally through an internship or less formally to gain experience in convening events, contributing to publications and developing digital resources for postgraduate students of human rights. For those considering further study, the HRC also offers a doctoral and post-doctoral affiliates scheme, and the opportunity to be involved Research Students' Conferences co-organised with the University of Essex and the University of Glasgow (such a conference will take place on 11 November at Senate House). Visit www.sas.ac.uk/hrc to explore!

Human Rights Film Series

During the year, MA staff or students are encouraged to arrange screenings of human rights related films and sponsor post-film discussions. Students are also encouraged to contribute with film screenings of their choosing.

Fundraising and Events

Students are also encouraged to arrange fundraisers, or events with a human rights theme. In recent years, the students held a number of fundraising events for Amnesty International, War on Want, Asylum Aid and Detention Action and others, with a variety of film screenings, theatre and guest speakers. Regular notifications of events are circulated to students. An extensive programme of free talks and seminars across the SAS are listed here: www.sas.ac.uk/events/list/sas_future_events

Student Representatives

Student representative represent the views and interests of students and are involved in shaping the Institute's policies, participating in quality audits and attending three Staff-Student Liaison Committee (SSLC) meetings and two Higher Degrees Committee meetings per year. One student rep from each Institute is also asked to attend the yearly SAS Student Representatives Committee. A total of two MA representatives and one PhD representative are elected each year. For more information contact the Programme Coordinator.

Core Module Readings

Introductory Reading List

In preparation for the course, we recommend reading the following texts (purchase is optional).

Diana Hacker, *A Writer's Reference*, 6th edition (New York: Bedford/St. Martin's, 2006) and companion website <http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx>

Andrew Clapham, *Human Rights: A Very Short Introduction*, (OUP, 2007)

Understanding Human Rights I

Freeman, M., *Human Rights: An Interdisciplinary Approach*. (Polity: Cambridge, 2002).

Goodhart, M., (Ed.) *Human Rights Politics and Practice*, (OUP, Oxford, 2010).

Securing Human Rights I:

Bob, C. (Ed.), *The International Struggle for New Human Rights* (Philadelphia: University of Pennsylvania Press, 2009).

Keck M. E. and Sikkink K. *Activists Beyond Borders. Advocacy Networks in International Politics* (Ithaca: Cornell University Press, 1998)

Translating Human Rights into International Law:

P.R. Gandhi, *Blackstone's International Human Rights Documents*, 8th edition (Oxford University Press 2012) or any similar text published after 2005.

M. Dixon and R. McCorquodale, *Cases and Materials on International Law* (5th edition OUP, Oxford 2011).

Module Reading Lists

Reading lists (syllabi) and detailed schedules for the each module will be provided at the start of each term and will also be available on Study Online.

Study Online

The MA programme offers students a website designed specifically to support and enhance their study and learning. Study Online is a Virtual Learning Environment (VLE), where students can access lecture and seminar information, resources and participate in discussion forums. Study Online can be accessed at www.studyonline.sas.ac.uk.

Course Requirements and Assessments

Overall MA Qualification

The combined mark for the taught element of the MA (equalling 90 ECTS credits) totals 75% of your overall MA mark. The dissertation counts for 25%. The final MA qualification from the University of London will register one of the following marks:

- Pass with Distinction (70% and above)
- Pass with Merit (65% - 69%)
- Pass (50% - 64%)
- Fail (49% and lower)

For a distinction, a student must have an overall average of 70% or above across all six modules and the dissertation, including a mark of 70% or above on the dissertation and on at least one taught module. For a merit, a student must have an overall average of 65% or above across all six modules and the dissertation, including a mark of 65% or above on the dissertation and on at least one taught module. For a pass a student must have an overall average of 50% or above across all six modules and the dissertation, including a mark of 50% or above on the dissertation and on at least one taught module. **A student has to achieve a pass on the dissertation in order to pass the MA overall.**

Students may be required to withdraw from the MA where they fail so many modules that it is impossible for them to attain the MA. This would be the case where a student fails three or more modules. Students obtaining a minimum of 60 ECTS from taught modules (excluding the internship) may be able to exit the programme with a Postgraduate Diploma.

Final grades are decided using a weighted numerical average of all received marks.

Postgraduate Diploma Supplement

A Diploma Supplement will be issued to students on graduation. This document describes the qualification you have received in a standard format across the European Union that is easy to understand and compare. It also describes the content of the qualification and the structure of the higher education system within which it was issued. It acts as a supplementary explanation of the qualification rather than a substitute for it.

Requirements for Each Module

You are expected to come prepared to all lectures and seminars. In addition, you need to give yourself time to complete assessed work, presentations and group work for seminars throughout the year.

Understanding Human Rights I

- Class participation = 10%
- Essays = 55% (3000 words)
- Student-led seminar = 5%
- Take home test = 30%

Understanding Human Rights II

- Class participation = 10%
- Essays = 55% (3000 words)
- Student-led seminar = 5%
- Take home test = 30%

Securing Human Rights I

- Class participation = 10%
- Case Study Essay (4000 words) = 45%
- Funding Proposal (3000 words) = 45% (written proposal = 35% + oral presentation = 10%)

Securing Human Rights II

Class participation = 10%

Student led seminar = 20%

Human Rights Policy Paper (3500 words) = 50%

Human Rights Media Project = 20%

Foundations of International Human Rights Law

Class participation = 10%

Human rights law brief = 90% (6000 words)

Topics in International Human Rights Law

Class participation = 10%

Legal research essay = 90% (6000 words)

Researching Human Rights: Social Science Research Methods

Essay = 100% or Research Proposal = 100% (both 6000 words)

The Politics of Human Rights in Latin America

Class participation = 10%

Essay = 90% (3000 words)

Human Rights and Everyday Life in Latin America

Class participation = 10%

Essay = 80% (3,000 words)

Blog post = 10% (800-1,200 words)

Citizenship and Social Movements in Latin America

Class participation = 10%

Essay = 50% (3,000 words)

Research assessment = 30% (2,000 words)

Presentation = 10%

Business and Human Rights

Class participation = 10%

Essay = 90% (3000 words)

Indigenous Peoples, Minorities and Human Rights

Class participation = 10%

Shadow Report = 25% (1500 words)

Essay = 65% (3000 words)

Changes in Assessments

The MA staff may alter assessments or the weighting of assessments from one year to the next. If a student defers or re-takes an assessed piece of work and the weighting changes in the meantime, the student will be assessed using the earlier weighting.

Re-Submitting Assessed Coursework or Re-Taking Exams

The School of Advanced Study's policy permits an MA student to re-take any failed coursework or re-sit any failed exam one time only – except where doing so would not enable the student to pass the MA. The grade for any re-submitted assignment or re-taken exam will be reduced by half the difference between the mark and the pass mark. For example, if a student gets a 65% on re-submitted coursework, the final grade with reduction will be calculated as follows:

$[65-50=15, 15/2= 7.5 (8), 50 + 8] = 58\%$.

If a student fails a taught module, it would only be necessary to re-sit the failed element. In other words, the student does not need to re-take the entire taught module again. The failure of a take-home test will result in the test being retaken later on in the summer. A student may be charged a nominal fee for re-submitting coursework or re-taking a test. This fee will be determined by the Institute of Commonwealth Studies.

Grading Scale

The following grading scheme will be applied to all coursework and exams.

Grade	Level	Percentage
A+	Distinction	75% - 100%
A	Distinction	72% - 74%
A-	Distinction	70% - 71%
B+	Merit	68% - 69%
B	Merit	65% - 67%
B-	High pass	63% - 64%
C+	High pass	60% - 62%
C	Low pass	57% - 59%
C-	Low pass	54% - 56%
D+	Low pass	50% - 53%
D	Fail	48% - 49%
D-	Fail	45% - 47%
F	Fail	0% - 44%

Note on Marking

A selection of assessed coursework will be moderated by a second assessor. Where the two marks differ, the assessors will come to an agreement on a final mark. Moderation and second marking is carried out by MA staff in the first instance.

All dissertations will be first and second blind-marked. The first assessor for the MA dissertations will be the dissertation supervisor. A cross-section of essays and dissertations will be sent to the external examiners for moderation.

All marks are provisional and subject to final approval by the Examiners Board. Students who are in debt to the University, Library or the Institute will have their marks withheld until the debts are paid and will be prevented from graduating or re-registering.

Assessment of Written Work

In assessing written work, we will examine the quality of:

- 1) Analysis and understanding (including the persuasiveness and originality of arguments);
- 2) Research and referencing (including the extent of research and conformity with the Harvard referencing system (author-date-page numbers; see, for example, <http://libweb.anglia.ac.uk/referencing/harvard.htm#3.14>));
- 3) Organisation (including overall structure, clarity of introduction, and proper use of paragraphs with topic sentences); and
- 4) Writing skill and style (including grammar, punctuation, and spelling).

Written work does not have to fit all the criteria to fall into any particular marking category.

Distinction (Range: 70% - 100%): A mark in this range indicates that the work is of an excellent standard for the current level of your degree programme. The work will exhibit excellent levels of knowledge and understanding comprising all the qualities of merit-level work stated below, with additional elements of originality and flair. The work will demonstrate a range of critical reading that goes beyond that provided on reading lists. Answers or essays will be well-written and include independent argument that demonstrates awareness of the nuances and assumptions of the question or title. Essays will make excellent use of appropriate, fully referenced, detailed examples.

Merit (Range: 65% - 69%) A mark in this range indicates that the work is of a good to very good standard for the current level of your degree programme. Work of this quality shows a good level of knowledge and understanding of relevant course material. It will show evidence of reading a wide diversity of material and of being able to use ideas gleaned from this reading to support and develop arguments. Essay work will exhibit good writing skills and good organisation (with appropriate use of

footnotes). References and the bibliography will conform well to the Harvard referencing system. Arguments and issues will be illustrated by reference to well documented, detailed and relevant examples. There should be clear evidence of critical engagement with the objects, issues or topics being analysed.

High Pass (Range: 60% - 64%): A mark in this range indicates that the work is of a satisfactory to very satisfactory standard at the current level of your degree programme. Work of this quality will show clear knowledge and understanding of relevant course material. It will focus on the essay title or question posed and show evidence that relevant basic works of reference have been read and understood. The work will exhibit sound essay writing and/or analytical skills. It will be reasonably well structured and coherently presented. Essay work should exhibit satisfactory use of footnotes, references, and bibliography.

Low Pass (Range: 50% - 59%): A mark in this range indicates that the work is of an acceptable standard at the current level of your degree programme. Work of this type will show limited knowledge and understanding of relevant course material. It will show evidence of some reading and comprehension, but the essay or answer may be weakly structured, cover only a limited range of the relevant material or have a weakly developed or incomplete argument. The work will exhibit weak essay writing or analytical skills. It may be poorly presented without properly laid out footnotes, references and bibliography.

Fail (Range: 0% - 49%): A mark in this range indicates that the work is below or well below the standard required at the current level of your degree programme. It indicates weak work of an inadequate standard. The work may suffer from being too short, poorly organised, or poorly directed at the essay title or question asked. It will show very limited knowledge or understanding of the relevant course material and display weak writing and/or analytical skills. Essay work may exhibit no clear argument, very weak spelling and grammar, inadequate or absent footnotes, references and/or bibliography, and/or major factual errors.

For a quick guide to grade descriptors, please see Appendix I.

Plagiarism

The School is committed to ensuring the quality and status of the degrees it awards through the University of London. Plagiarism is a threat to that quality and is a serious academic offence and cases are dealt with under the University of London's Regulations for Proceedings in Respect of Examination Offences (Paragraph 12, Ordinance 15).

Students will have access to **Turnitin** plagiarism detection software. As part of the formal submission process it will be compulsory for students to run their work through Turnitin. Students will receive detailed procedures on use of the software once they have formally registered for the course.

What constitutes plagiarism?

Plagiarism is the taking of another person's thoughts, ideas, words, results, judgements, results, images etc. and presenting them as your own. If you submit any piece of work for assessment that contains work that is not your own, without indicating this to the marker (acknowledging your sources) you are committing 'plagiarism'.

The following are examples of plagiarism. These are not exhaustive:

- Direct quotations from published or unpublished work of others without identifying as such
- Copying the work of another student with or without their permission
- Using text downloaded from the internet
- Borrowing statistics or assembled facts from another person or source
- Buying/borrowing an essay/report and presenting it as your own
- Copying graphs, images, charts etc without proper citation
- Paraphrasing - putting another person's ideas and judgements into your own words without acknowledgement of the origin
- Submitting the same piece of your own assessed work (or a significant part thereof) more than once (credit can only be given once)

Students should feel free to discuss these issues with their personal tutors or other members of staff at any time, but they should also recognise that they must take personal responsibility for the integrity of their academic writing, which includes learning what is expected of them by those responsible for marking their work.

What could happen if you do plagiarise

A Misconduct hearing may result in:

- Expulsion from the School
- A mark of zero
- A record on your student file
- Becoming the subject of an investigation
- Cancellation of your examinations
- Not being allowed to re-enter an examination
- Loss of reputation

Why you should not do it

Assignments provide a vehicle for assessing your performance during the course and contribute to your overall course result. However, they also assist you in understanding your subject and aid your learning on the course. When you attempt to use the ideas and material of the course independently, you learn more thoroughly and develop your own writing style.

There are good reasons why you should cite your source:

- Good scholarly practice
- Gives proper credit to other people's work and ideas
- Shows that you have researched widely
- Strengthens your work by lending weight to your ideas
- Enables others to check the evidence and accuracy of your information

When plagiarised material is included in your assignments tutors are likely to notice the shift in style and are more than likely to recognise the source.

Referencing

There are a number of different referencing style guides. Most modules on the MA programme use a Harvard Citation style (in-text citations) but the Law modules will generally use an OSCOLA format (footnote citations).

Paraphrasing – is where you restate information/ideas in your own words. However, just changing a few words here and there does not make them your own and you must still cite your source. Always check your paraphrasing against the original text to ensure that you haven't copied the same phrases.

Web sources – treat information found on the web in exactly the same as printed material but also make sure that you write the complete URL address and date accessed.

Students should note that the use of, or contribution to, online essay banks, ghost-writing agencies, or agencies who offer to edit essays in order to improve grades is strictly forbidden.

What to do if you are caught if you are suspected of plagiarism

- Cooperate fully with the investigation. It is your interests to be open and honest.
- Get some help. Registry staff can direct those accused of plagiarism to sources of advice.

Web Sites

How not to plagiarise: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

For more information on the penalties for plagiarism please obtain a copy of the policy from the Registry or from your Institute.

We have responsibilities as well.

The School recognises its responsibility for managing plagiarism as follows and will undertake to:

- Ensure that all its students are provided with information about plagiarism in the Handbooks and at induction. This will include what constitutes plagiarism, how to avoid it, and an idea of the penalties associated with it.
- Ensure that students are instructed on the use and purpose of the Statement of Authorship form which should be submitted with each piece of work, see attached at Appendix 2.
- Ensure that students are given information on the correct referencing methods for the discipline.

Responsibilities of the Student

- Act responsibly – don't plagiarise
- If you need help, ask for it!
- Plan your work properly. If you need more time to submit, please see your tutor.
- Always submit your work with the relevant statement of authorship form - your Institute will provide you with one.

Assessment of Class Participation

Class attendance is required and students are encouraged to contribute to class discussions. Participation is the key to a lively class.

The 10% class participation mark for modules will depend upon contributions to our seminar sessions. Participation provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others or without sufficient foundation will not receive positive evaluations. Positive contributions include comments which draw on class readings and current discussion, synthesise and assess the ideas of others, and provide original contributions driving the debate forward. Such contributions will be positively evaluated according to the marking scheme below.

Class participation will be marked starting with week three in the autumn term and from week two in the spring term, once students are more comfortable with their seminar groups. Each week thereafter, students will receive a mark reflecting their contribution to that week's seminar. These weekly seminar marks will then be used to generate an overall average of the student's seminar performance during each module.

Distinction (Range: 70% - 100%) Contributions in seminar reflect exceptional preparation. Ideas offered are nearly always substantive; provide one or more major insights as well as direction for the seminar. Challenges are well substantiated and persuasively presented. If this person were not a member of the seminar, the quality of discussion would be diminished markedly.

Merit (Range: 65% - 69%) Contributions in seminar reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the seminar. Challenges are well substantiated and often persuasive. If this person was not a member of the seminar, the quality of discussion would be diminished.

High Pass (Range: 60% to 64%) Contributions in seminar reflect satisfactory preparation. Ideas offered are sometimes substantive; provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented and they are fairly well substantiated and sometimes persuasive. If this person was not a member of the seminar, the quality of discussion would be diminished somewhat.

Low Pass (Range: 54% - 59%): Contributions in seminar reflect inadequate preparation. Ideas offered are seldom substantive; provide few (if any) insights and rarely a constructive direction for the seminar. Integrative comments and effective challenges are absent. If this person were not a member of the seminar, the quality of discussion would not be changed.

Very Low Pass (50% - 53%): This person says little or nothing in seminar. If this person were not a member of the seminar, the quality of discussion would not be changed.

No Show (45%): This person fails to show up to seminar without notifying the lecturer in advance or presenting a compelling justification.

Excused (Grade not calculated): This person is excused from the seminar for medical or other legitimate reasons. The student's overall mark will be calculated without counting missed seminars for which s/he had a legitimate excuse. If you cannot attend a lecture or seminar, please inform the relevant lecturer or the Programme Coordinator. Failure to do so may result in you being graded a 'No Show' for that day.

Assessment of Student-Led Seminars

Student-led seminars are an integral part of the assessment for Understanding Human Rights modules I & II and Securing Human Rights II. The schedule for student-led seminars will be assigned each term.

Student led seminars will be assessed and most seminars are likely to be led by groups of two to three rather than single individuals. When working in groups, please make sure that everyone contributes to the preparation *and* presentation. The exact nature of these seminars will be outlined by the tutor at the beginning of each module.

1) Presentation: Is the presentation clear and well structured? Is creative use made of a range of media (such as newspapers, documentary films, internet, and games)?

2) Content: Does the presentation touch upon different aspects of the issue and engage with relevant debates? Does it offer room for discussion/alternative points of view? Does the presentation link theory and practice?

3) Discussion/debate: Is the debate presented in a stimulating and engaging way? Is it clear what the participants are supposed to do or discuss? Is the leader trying to involve everybody? Is he or she proposing questions or suggesting issues to direct the discussion?
Is he or she refocusing the debate when necessary? (Please note that the discussion/debate can take many forms, including role-play, short periods of small group work, interactive activities, etc.)

4) Conclusions: Is there some time left in the seminar for summing up? How effectively is the seminar concluded? (This can be done in a variety of ways, including an inclusive summary of views expressed, an attempt to reconcile divergent views, etc.) Is there an effort to show how the discussion enriched what was presented at the beginning?

Late Submissions, Extensions and Penalties

All written work must be submitted by 1pm on the dates specified above to the Programme Coordinator (Registry and Advice Centre, ground floor, Senate House). Assignments that are submitted late without prior permission (granted only for serious reasons) will have the final mark reduced by **3% for each day they are late**. For example, if a student submits an assignment two days late, and the essay would have received a 66% if submitted on time, that mark will be reduced by 6% to 60%.

All requests for extensions for assessed work must be submitted **in writing** and **in advance** to the Programme Coordinator. Extensions cannot be granted by individual lecturers, so please do not approach them with informal requests to make late submissions. If you have serious reasons why you are unable to meet a deadline, you must submit documentary proof (such as a medical certificate).

Requests for extensions will be decided by the Examiners Board in June. In the meantime, students' work will be marked and returned to them. If the reasons for the extension or the documentation are considered inadequate by the Examiners Board, the normal late penalty will be applied. If the reasons and documentation are accepted by the Board, no penalty will be applied.

Mitigating Circumstances

Mitigating circumstances are defined as "conditions which are unforeseen and beyond the control [of the student] and temporarily prevent [them] from undertaking assessment or significantly impair the student's performance in assessment". Full guidelines on the School's extension and mitigating circumstances policy and a report form can be found on the SAS website: <http://www.sas.ac.uk/graduate-study/resources-students/policy-documents-students> or please contact your Programme Coordinator for more information. Where mitigating circumstances apply, extension requests should be made to the Registry and a report form completed (available from the Registry).

Guidelines for Submitting Written Coursework

Written coursework should reflect new and original work and should not have been previously submitted for assessment in this or any other degree program. Similarly, assessed essays for the Modules should not simply become chapters of the MA dissertation - although some of the same research and analysis may feature *this must not involve a verbatim 'cut and paste' approach, must be approved by your supervisor and cannot involve more than 3000 words in total.*

Word limits for assessed written work must be respected. Word limits **include** explanatory footnotes but **exclude** tables, bibliography and appendices. The word count must be given on the cover sheet of each piece of written work. For coursework exceeding the upper word limit by at least 10%, the work will be reduced by five percentage marks, subject to a minimum mark of a minimum pass.

Assessed written work (excluding the dissertation and essays for the Translating Human Rights into Law modules) must conform to the following guidelines for formatting and referencing:

- 1) Times New Roman, Calibri or Ariel font with 12 point for the main text and 11 point for the footnotes
- 2) Double-sided printing (saves paper)
- 3) 1-inch (2.5cm) margins on top, bottom, left, and right
- 4) The main text can be single, 1.5, or double-spaced
- 5) Left aligned or justified text
- 6) Footnotes (not endnotes)
- 7) Harvard referencing system (author-date-page numbers)

Please note that essays for the two modules of the Translating Human Rights into Law I and II may be better suited to referencing systems other than Harvard (e.g. OSCOLA). Please consult the module handbooks for further information.

Failure to comply with any one or more of these requirements for a coursework assignment may result in a **3% grade reduction**.

TWO typed copies of written work must be handed to the Programme Coordinator (or to SAS Registry in the event that the Programme Coordinator is absent) by 1pm on the required date with two coursework coversheets (copies will be provided). Additionally, an electronic copy of the assignment must also be submitted through Turnitin by the deadline.

Feedback

Assessed coursework (except for the 24-hour take home test) will be returned to students, with written comments, within three weeks. Estimated return dates for assessed work are published on pp.8-9. You should feel free to discuss written comments and the marks with the assessor or the MA course convenor.

Module Evaluations

Students complete anonymous evaluation forms for each of their modules towards the end of the autumn and spring terms. This is an important source of feedback for staff and helps us shape the student experience for current and future students. In addition, students are also requested to evaluate lectures given by guest speakers and the Geneva study tour.

24-hour Take-Home Exam (for Understanding Human Rights I & II only)

The take-home test for both Understanding Human Rights modules will be scheduled for mid-to-late April/May 2017. Results will be returned after the Examination Board which is usually held in late June and feedback will be available from Dr. Short on request.

Writing Your Dissertation

Topic Choice

Try and avoid broad topics where you may be tempted to merely re-present academic articles. Try instead to focus on one particular feature or process that could involve the application of a theoretical approach or model to a real situation. Often the broader the focus, the harder the investigation will be. Give careful thought to your choice of topic. It is important to choose an area that you find interesting **but you should also consider topics related to the modules you have studied**. Obviously it is important to define your research proposal clearly so that it is feasible to investigate it within the time available.

Students are encouraged to select dissertation topics that interest them, and which they may wish to publish or use in advancing their human rights career. Topics should be clearly defined. A piece of work carried out over 3-4 months to a 15,000 word limit can only provide scope for a limited amount of analysis so the more focused the subject of the dissertation, the greater the opportunity to produce an interesting and independent piece of work. Note: Students are encouraged to demonstrate an interdisciplinary understanding of their chosen topic area.

Proposals

The world of human rights lends itself to many forms of investigation and research. As students on this Programme you will potentially have the additional benefit of placement experiences with different agencies in the UK as a source of possible research interest. It is not suggested that your internship experience and/or study visits should be the sole determinant of the dissertation topic but the learning derived from those experiences (or past work experience) can be important and should be considered.

There is no requirement that dissertations should be based upon the gathering of primary research data using questionnaires or interviews. The type of research conducted should be guided by the dissertation proposal and question(s). Some excellent dissertations have been written using bibliographic sources alone. However, this is not meant to discourage the collection of primary data but where this is done, it should be integral to the research questions being asked and not gathering data for the sake of it. Please also bear in mind that access to busy people (in NGOs for example) is not always easy, particularly if they do not know you.

Although not wishing to restrict the choice of dissertation topics, it might be useful to consider the following conceptual framework that could guide selection:

(a) Specific - General

Topics selected will vary across this spectrum. At one end there is the case study of the work of a particular agency or, perhaps, an analysis of a series of events or incidents in the work of an agency. Somewhere in the middle of the range will be an examination of, for example, certain types of government or NGO strategy and intervention which might be common to a number of projects. At the other end are the broader issues which might include topics such as globalisation, corporate power, the ecological crisis, ethics and regulation, social and cultural change etc. A good dissertation can range across the spectrum seeking to link the specifics of agency work with the 'big picture'.

(b) Theoretical - Practical

This dimension refers not only to the level of abstraction but also the extent to which the dissertation may be more applied, e.g. a piece of evaluation research or action research or a funding study. The dialectic of theory and practice will feature in every dissertation but there is nothing wrong with a topic that is predominantly theoretical. For example, a critical review of the concept of human rights within the context of international intervention would fall into this category. Similarly, a general examination of the cultural variations in ideas about children and work would also fit here. Ideally, however, a critical analysis of empirical case material should form the basis of your theoretical and generalised reasoning, and, eventually, your specific recommendations.

Searching the Literature

Before beginning your research, you should systematically check through the literature on your topic, to see what has already been published. This will ensure that you are in touch with current trends and that you do not duplicate someone else's work. Your literature search should begin by clarifying the scope of your research topic from which you can then develop a list of key terms. Please ensure you

keep a fully referenced note of your sources at this stage so that you can use them later without plagiarising.

Your search can be conducted using a variety of approaches. You should take note of the following sources of information:

- discussions with supervisors
- module bibliographies
- advice from library subject specialists
- subject bibliographies
- subject abstracts
- CD-ROM databases
- specialist databases accessed through the library
- the Internet (using different search engines)

Always search for the most recent commentaries on your topic and sub-topics because these may well survey preceding literature and point you in the direction of work that might be more relevant and interesting.

Although dissertations are not due in until the end of the academic year you may wish to start thinking about your area of interest early on in the course. ICwS Library staff will help you locate required material, and, if these are not accessible to you in London, we can help obtain them for you.

Structure, design and layout

The desirable length of the dissertation is **15,000** words. The precise word limit is no more than 500 words over this amount or 1,000 words under and any breach will be penalised with a 3% deduction in the final mark. Please state the word count at the end of the main body, i.e. before the appendices. Some allowance may be given for the use of forms of visual presentation, e.g. tables, charts, photographs, images, diagrams.

The presentation of the dissertation in a clean and correct form is an important part of the dissertation-writing process, and examiners will take it into account in awarding marks. The final text should be carefully examined for typing errors before it is submitted.

Both copies of the dissertation should be bound in secure and firm folders. Students are advised to make an additional copy for themselves. In addition, students must submit electronic copies of their dissertation via Turnitin.

The dissertation should include the following elements:

- 1) **Cover:** this should state the title of the dissertation, the degree scheme for which it is submitted, the date, your name and the word count.
- 2) **Title Page:** this should contain the approved dissertation title, your name and qualifications, a statement of the degree for which the dissertation is being submitted (MA Understanding and Securing Human Rights), the name of the departments and universities hosting the programme and the date of submission.
- 3) **Table of Contents:** this should list the contents of the dissertation by chapters, with sections where appropriate, and the page number for each, together with the page number for the notes, bibliography, and any maps, figures and tables. Page numbers should be given for each section and chapter. It is best presented in tabulated form with indents for sub parts.
- 4) **Abstract:** this should be a summary of the content of your dissertation and should be no longer than 300 words.
- 5) **Acknowledgements:** this is where you have the opportunity to thank people and organisations who have assisted you with your work. It is not essential and should not be overly sentimental.
- 6) **Declaration Form:** students must include a signed and dated declaration, stating: *“The work I have submitted is my own effort. I certify that all the material in the Dissertation which is not my own work, has been identified and acknowledged. No materials are included for which a degree has been previously conferred upon me.”*
- 7) **Main text:** each main heading (chapters, references and bibliography) should start on a new page; sections within main headings may continue on the same page. Please see further guidelines below.
- 8) **References:** footnotes (not endnotes) should be used and should be numbered consecutively. The Harvard referencing system (author-date-page numbers) should be employed.

9) **Bibliography:** this should be a complete listing of all the relevant works you have explicitly used and referred to in references. Recording your sources in the Bibliography is an important task. A quick guide to tutors for the potential quality of a project is to look at the bibliography and to see how extensive and realistic it is. The list of sources is arranged alphabetically by author. Give full details and follow the Harvard protocol.

10) **Appendices:** any material mentioned in the main body but is too detailed or bulky to place in the main body, or is supplementary to the main text (e.g. interview questions, questionnaires, consent forms, etc.). Do not put material you do not refer to in an appendix. The appendices are not included in the overall word count.

A Guide to the Main Text

Introduction

This is where you hope to catch a potential reader's interest. Present very briefly, but explicitly, what is the problem area you are focusing on and make a clear statement of your headline research question or hypothesis or argument; i.e. articulate **your problem area and what your objectives are**. Give an outline of the thesis with a brief review of the contents of the chapters to follow.

It may also contain a contextualisation (the nature of the organisation, its context and internal workings, or the nature of the issue/topic), a short introduction to the theoretical framework, and/or existing work on the issue, and a brief outline of the purpose of the research (this should ideally be spelt out in one single sentence and avoid multiple and overly broad areas). You may also comment on why the topic is of importance and why it is of interest to you.

Chapters/sections in the main body of the dissertation – these should contain, for example:

Analytical framework

Write a review of the main body of published work relating to the problem area your thesis deals with (such as individual vs. collective rights, pros and cons with specific group rights, implementation policies, the very existence of human rights). This acts to set out your project in the context of existing knowledge and debates. It is therefore the main evidence of your secondary research efforts. It should show how much theory you use and what the main academic “disputes” are in your field of interest. The analytical framework provides a critical insight, especially to a new reader, into the topic under investigation. A couple of textbooks and a few web sites are not adequate. Make use of academic journals: save time and search using abstracts.

Methodology

This really concerns any primary research you did and tells the reader what research techniques/methodology you used and why. It would thus include how you conducted your research (e.g. describing questionnaire design and fieldwork management); and also how your choice of research methods gave you access to the empirical data needed to answer your research questions satisfactorily. You are free to choose from a wide range of social scientific research methods, but always keep in mind the relationship between research questions and methods. For example, some research questions may demand data collection through well-chosen, semi-structured interviews with key personnel and practitioners, and/or observations of the agency's practices. You are also free to work from a single disciplinary perspective but we encourage inter-disciplinary insight. Your choice in this regard should be justified in this section. For other research questions a questionnaire survey may be better suited for data collection. Ethical aspects of your research should be considered and discussed here.

Findings

This is where you incorporate the main body of your primary research data and where you develop the main argument(s) of your dissertation. Describe and systemise your data. If you use quantitative methods, please don't go overboard with data tables, coloured Excel graphs and pie charts as these can be disproportionate to the quality and size of your samples. Analyse your data and evaluate them through the perspective of your research design and its strengths and limitations/weaknesses, your research questions and the literature review. Remember to interpret/analyse the data in relation to existing works and theories in order to build a sound argument. You must link the analytical framework to any primary research in this way. Too often students write two mini-reports and fail to see that the analysis of the primary work must be informed by the secondary research. Relate back to the introduction where you set out what you were trying to find. Be self-critical about any shortcomings in your research methods in terms of validity and reliability.

Conclusion

The conclusion should begin by describing what you set out to do followed by a brief summary of each section of the report showing how you developed your ideas. Provide an overall conclusion to your findings. If appropriate, suggest further investigation or developments in the area, but avoid introducing new material as this would be a new finding. Also try to avoid the common mistake of writing a conclusion that is weak and too brief.

Recommendations

This section is only appropriate if your title suggests a terms of reference calling for policy recommendations. Try to keep recommendations separate from conclusions. Don't make the common mistake of recommending before concluding on your findings. A good dissertation is problem-focused and therefore would normally have a recommendations section.

Format

The text should be written in English and the font should be Times New Roman, Calibri or Ariel with 12 point for the main text and 11 point for the footnotes. The abstract and main text can be single, 1.5, or double-spaced; acknowledgments, bibliography and footnotes should be single-spaced. Dissertations must be produced on A4 size paper with all pages numbered and printed double-sided (to save both space and paper). There should be a margin of at least 1" (approximately 2.5 cm) at the top, bottom and right hand margin. It is advisable that a left-hand margin of 1½ inches (4cm) is used to allow for binding. Well-designed dissertations have plenty of white space to assist the reader.

The bibliography and references must comply with the Harvard referencing system (author-date-page numbers). The bibliography should list only those materials referenced in the main text of the dissertation (it does not include all the material consulted in the course of preparing the dissertation).

Preparation of the bibliography is an important part of the dissertation. The bibliography should be presented in the following form: (1) primary and grey literature (including unpublished documents such as pamphlets); (2) secondary literature (including books, journal articles, newspaper articles, web-based reports); and (3) interviews (people interviewed should be listed in alphabetical order, with a brief description of their position and the place and date of the interview: i.e. (name, date), or for direct quotes (name, date: page number)). Any in-text reference should be found at the end of the bibliography. Good referencing avoids plagiarism – the use of other people's material without acknowledgement – which is a serious academic misdemeanour.

Deadlines

- Thursday 6th April 2017 (by 13:00) – Dissertation topic and one-page outline (by e-mail)
- Monday 5th June 2017 (by 17:00) – Dissertation title, abstract, outline and bibliography (by e-mail)
- **Friday 15th September 2017 (by 13:00) – Dissertation final submission**

Submission deadlines (dates and times) are firm deadlines. A student may, however, apply for an extension, for medical or other pressing reasons. Documentary evidence will normally be required. Please refer to the extension and mitigating circumstances policy on p.19.

Academic Requirements

The dissertation counts for 25% of the total assessment for the MA programme. Students are required to complete the dissertation to a satisfactory standard (a mark of 50% or higher) in order to pass the MA. If the dissertation is deemed unsatisfactory, a student may be required to resubmit it.

The purpose of the dissertation is to enable students to demonstrate their capacity to carry out a substantial piece of independent academic work on a selected topic. Students will be assessed on their ability to define a topic for examination, to articulate a coherent scheme for examining that topic, to gather the necessary information, and to analyse and present that information in a way which satisfactorily assesses the topic which they have set themselves.

Students are reminded that their dissertations must be expressed in their own words and incorporate their own ideas and judgments. Students will be required to sign a declaration to this effect.

The dissertation should be a new and original piece of work. Portions of the dissertation should not have been previously submitted as assessed work on this or any other degree program.

Students are encouraged to look at earlier MA dissertations, which are on file in the ICwS library.

Supervisor's Role

Dissertation supervisors will be assigned on the basis of the topics and one-page outlines submitted. Students that change their topics may be reassigned to a different supervisor.

The responsibilities of the supervisor are as follows:

- to approve the student's initial choice of topic, and agree that it fits within the scope of the MA programme;
- to discuss the dissertation with the student and approve the dissertation plan;
- to help the student with initial problems and difficulties which arise in preparing the dissertation, give guidance on the sources to be used and the citation of sources.

Taking into account the sizable number of MA students and the need for fairness, supervisors and other MA staff are not able to read or comment on dissertation drafts, whether in whole or in part. Most of the supervision will take place during a maximum of three meetings between the supervisor and student in June. The focus of these meetings will be on the dissertation abstract, outline, and bibliography. Thereafter students will be expected to work independently and only contact supervisors with urgent queries.

The supervisor does not have any responsibility for the preparation of the dissertation itself, for the ideas and material that it includes, or for the standard that it attains. The dissertation must be entirely the student's own work, and the help given by the supervisor must necessarily be limited. Assessment of the dissertation will be provided by the markers of the dissertation.

Research Ethics

The School of Advanced Study at the University of London is committed to carrying out its research, teaching, consultancy and other activities within a comprehensive ethical framework.

The School's principles are applicable to all research, consultancy projects and studies conducted at, by, or in the name of, the School of Advanced Study, University of London and aim to provide current and prospective members of the School with a clear understanding of the ethical review process operated by the School.

The School supports a culture of academic freedom and excellence by providing a framework for review, which subjects research proposals and other studies to a level of scrutiny that is in proportion to the risk of harm or adverse effect to participants, researchers, the University and to society as a whole.

The School Policy is managed and monitored by the [School Research Ethics Committee](#), which may decide to develop additional guidance or policies as code of practices across the UK and the worldwide research landscape evolve.

The [School Research Ethics Policy](http://www.sas.ac.uk/research/research-ethics) [http://www.sas.ac.uk/research/research-ethics] forms a part of the School's Code of Good Practice in Research.

Initial Self-Evaluation

Anyone undertaking research at the School is asked to review the policy and the guidance notes and undergo an initial self-evaluation which will need to be forwarded to the research office once completed.

More information and all relevant documents and instructions can be found through this link: <http://www.sas.ac.uk/research/research-ethics>

Other Useful Information

Academic Writing Support

The Royal Literary Fund Fellowships offer students at UK institutions of higher education the opportunity to access writing advice from professional, published writers who offer confidential, one-to-one tutorials during which students can discuss any aspect of their academic writing. The range of questions which can be discussed is as broad as students want it to be: the RLF Fellow is there specifically to respond to students' needs and there is no restriction on the kind of work that may be brought to a tutorial: it might be a thesis or a dissertation, or it might be a funding application, a letter or a presentation. What RLF Fellows do not do is proofread or correct students' work. They have no expertise in dealing with dyslexia or EFL but can refer a student to the appropriate department.

For more information please contact: Jane Rogoyska jane.rogoyska@sas.ac.uk

Change of Address

Please make sure your current address, email address and telephone numbers are always on file with the Registry. You can do this by informing Registry when you move.

Careers

The Careers Group, University of London, provides a specialised service for graduates and equivalent level professionals. In addition to helping individuals with their careers, The Careers Group also provides consulting and coaching services to a broad range of organisations. They help any SAS postgraduate student interested in developing their careers, either within their current field of work or in something completely new. They offer:

- Workshops: Previous topics include Career Planning: Academic and Non-academic careers, PhD applications, CV's and Applications, Academic and Non-academic Interviews. Contact Christine Weir for further details (+44 (0)20 7862 8823, E: christine.weir@sas.ac.uk).
- 1:1 20 minute careers advice appointments: These are best suited to brief guidance regarding career direction, job hunting advice, CV advice and application advice.
- 1 hour in-depth career discussions: In-depth career discussions can help you to evaluate and review your career development to date; assess your current situation; clarify your career objectives; review job-hunting strategies and formulate new ones. Students are required to attend a 20 minute appointment before booking an In-Depth Career Discussion and will then need to complete a confidential Career Discussion Form. This will allow the Careers Advisor to gain an understanding of your situation prior to the consultation.
- 1 hour Practice Interview Preparation: To improve your interview technique and receive feedback from a Careers Adviser. You will need to complete a form detailing the jobs you are applying for, supply a copy of the application form or CV that you have submitted and a copy of the job advert or description.

For more information contact The Careers Group by phone (020 7863 6060) or email c2education@careers.lon.ac.uk.

Dissertation funding - Dame Lillian Penson Memorial Fund

Professor Dame Lillian Penson was Vice-Chancellor of the University of London between 1948 and 1951, becoming not only the University's first female Vice-Chancellor but also the first woman to hold such a post at any British University.

In commemoration of her important role in its history, the University of London named one of its intercollegiate halls after her, the Lillian Penson Hall. In addition, the Professor Dame Lillian Penson Memorial Fund was established in 1966. The trust fund provides travel grants for students of the Institute of Historical Research and the Institute of Commonwealth Studies to support their studies. In order to make an application to the Professor Dame Lillian Penson Memorial Fund, you must be a registered student of the Institute of Commonwealth Studies (including its Human Rights Consortium), undertaking the following degrees:

- MA in Understanding and Securing Human Rights
- Research Degrees

Awards from the Professor Dame Lillian Penson Memorial Fund may only be used towards travel for research purposes to support your studies. Awards may not be used towards tuition fees, maintenance, or conference attendance, and any award found to be used in such a way will be withdrawn from the awardee.

Please contact the Programme Coordinator for the Further Particulars and Application Form.

IALS Library

Please note that the IALS library has many of the same books held by the Commonwealth Library at Senate House and is open until 8pm on Monday to Friday and until 5.30pm on Saturday. The book references for each module on the VLE will tell you whether a book is held by IALS or not. The IALS library is located at Charles Clore House, 17 Russell Square, which is the very ugly building on the corner of Russell Square and Bedford Way.

Mentoring and Counselling

The School offers mentoring sessions for students who are undergoing periods of academic pressure or are dealing with unexpected and adverse life events that are affecting their emotional wellbeing. Mentoring sessions are conducted with colleagues from Equality Focus in a private and confidential setting. Counselling is more appropriate for emotional problems. The counsellor (again from Equality Focus) will not tell you what to do, but will, instead, provide a non-judgemental forum in which you can discuss and think about your difficulties. Mentoring is more active and is better suited to the resolution of academic problems (e.g. issues of timetabling, dissertation planning, exam preparation, etc). To make a counselling or mentoring appointment, please contact the Registry who can refer you or alternatively contact Katie Wood at Equality Focus directly at katie@equalityfocus.co.uk.

PhD in Human Rights Application and Funding

Research degrees in human rights are offered by several Institutes across the School (Institute of Commonwealth Studies, Institute of Modern Languages Research and the Institute of Advanced Legal Studies). To make an application for a research degree, speak first to the manager of the Institute.

Research degrees can be completed on a full-time basis (up to four years) or on a part-time basis (up to seven years). Before agreeing to accept you, the Institute will require you to submit a research proposal, so it is worthwhile having this drafted ahead of a formal application. Please refer to the SAS website for deadlines and more information: <http://www.sas.ac.uk/graduate-study/research-degrees/human-rights>

Funding opportunities

Please contact the Programme Coordinator for more information. For topics specifically on human rights, the Institute of Commonwealth Studies awards the Louise Arbour PhD Studentship that is a fee waiver scholarship for home, EU and overseas students. Applicants must be accepted to the Research Degree programme before applying for the scholarship.

Student Central - formerly University of London Students' Union (ULU)

Student Central has replaced ULU and is therefore no longer a students' union. They no longer have student governance including student officers, elections and senate. However, you will continue to be represented by the [National Union of Students](#). The current staff team will still continue to offer a whole range of facilities and activities including cafes, bars, live music and events, a health and fitness studio and the largest swimming pool in central London. It is still free to join.

Student Central continues to host over 40 clubs and societies, from Archery to Canoe Polo, Hip Hop to Debate. The full list can be accessed here: <https://www.studentcentral.london/activities/>.

Student Central is owned by the University of London and run by its Chief Executive Officer, Julie Adams, and her dedicated team who are happy to help you with any questions.
general.studentcentral@london.ac.uk

Virtual Learning Environment / Study Online

<https://studyonline.sas.ac.uk/login/index.php>

The School has a Virtual Learning Environment (VLE), which is a dedicated area for students enabling them to access training resources and to interact with fellow students across the School.

Registering

Go to <http://studyonline.sas.ac.uk> or from the SAS front page > go to the Graduate Student dropdown menu > Click on Resources for Students > Study Online

Login using your SAS Login (firstname.lastname) and password.

Scroll down to Courses and Click Institute of Commonwealth Studies then MA in Understanding and Securing Human Rights.

Week by week details of lectures, required and recommended reading lists are listed by topic e.g. Topic 1, History of Philosophy of Human Rights. These lists should match the Module handbook though new material may be added by lecturers.

VLE Password - Toronto/Geneva

MA Understanding and Securing Human Rights

THE LIBRARY HANDBOOK

<http://commonwealth.sas.ac.uk/library>

Institute of Commonwealth Studies Library
6th floor, Senate House Library
Senate House, Malet Street
London WC1E 7HU

Tel: 0207 862 8500

Laurence Byrne: Research Librarian for Commonwealth Studies and Latin American Studies

laurence.byrne@london.ac.uk

Tel: 0207 862 8456

Term opening hours:

- Mon-Thu: 09.00 - 21.00
- Fri: 09.00 - 18.30
- Sat: 09.45 - 17.30

Vacation opening hours:

- Mon-Fri 09.00 - 18.00
- Sat 09.45 - 17.30

Please note:

- 30 minutes before closing – The Membership desk is closed. Entry into the Library is only possible with a valid Library card;
- 15 minutes before closing – Access into the Library is not possible. All floors, services and facilities are closed;
- Special Collections has different opening hours.

Introduction

The Institute of Commonwealth Studies Library is housed within the Senate House Library and includes a Teaching Collection dedicated to the taught Masters course at the Institute. It contains books, reports, periodicals and access to electronic resources relating to the study of human rights. Senate House Library

<http://www.senatehouselibrary.ac.uk/>

The Institute of Commonwealth Studies Library is now part of the wider Senate House Library. This humanities and social sciences library has over two million titles in its collections. It is an invaluable resource for ICwS students. Other collections which will be useful include Politics, History, Economics, Geography and the Latin American and Caribbean collection.

<http://www.senatehouselibrary.ac.uk/our-collections/research-collections/commonwealth-studies>

Borrowing:

- taught postgraduates can borrow up to 15 books at a time
 - research postgraduates and academic staff can borrow up to 20 books at a time
- (Teaching Collection items are included in these quotas – see *Teaching Collection* below)

Journals are reference-only at all times.

Fines: Fines are charged at a rate of 30p per day per book.

For more information, go to: <http://senatehouselibrary.ac.uk/using-the-library/fines/>

The Commonwealth Studies Library is currently located on the 6th Floor of the Senate House Library, entered via the 4th Floor Library entrance. This space holds relevant collections, is enabled for wifi access, and has network access points. For help in connecting to the wifi

see

<http://senatehouselibrary.ac.uk/using-the-library/connect-to-wifi/>

Our innovative *Everyware* service can provide you with the following mobile devices for loan for use within the Library:

- Apple MacBook Airs
- MacBook Pros
- Windows laptops
- iPads

Everyware replaces the majority of the Library's desktop PC provision, and gives you the freedom to use computing devices flexibly within the Library.

For information on how to use *Everyware*

See

<http://senatehouselibrary.ac.uk/using-the-library/everyware/>

The Commonwealth Studies Collection is a Reference Only collection which supports research in the history, politics, governance, economic development, and international relations of the Commonwealth and its member states. The importance of the collection is recognized internationally, and includes a unique collection of political ephemera and other archival material from the Commonwealth. Most of these resources can be found on the Library catalogue, which can be accessed by clicking on the link at the top of the Library's home page which leads to the catalogue search page <http://catalogue.ulrls.lon.ac.uk/search~S1/> or by choosing to search the Archives and Manuscripts catalogue <http://archives.ulrls.lon.ac.uk/>

The collection includes over 200,000 books, 8,000 serial titles, and 230 archive collections, and concentrates on the Commonwealth as an organization, and on the history, politics, economics, and international relations of its individual member countries outside the UK.

The Library's holdings of material on issues surrounding human rights within Commonwealth countries, and on the struggle against the South African apartheid regime are of particular relevance to MA students. The Library has, in addition to published works, several important archive collections relating to the apartheid era, including a collection of pamphlets produced by political parties, trade unions and pressure groups, and archive collections including material related to the African National Congress [ICS1], from various campaign groups and the papers of Ruth First, the journalist and anti-apartheid activist assassinated in 1982 [ICS117].

Although the Commonwealth Studies Collection is for Reference Only use, material from other collections within the Library is available for loan - most books have a four week loan period, but some of the more popular, heavily used ones may have a two week loan period.

The Senate House Libraries comprise the collections and services of the School of Advanced Study Institute libraries and Senate House Library.

As members of the Senate House Libraries, ICwS students have

- Borrowing rights to Senate House Library and to the Institute of Advanced Legal Studies (IALS) Library (for IALS see http://ials.sas.ac.uk/library/loans_renewals.htm)
- Reference access to most SAS institute library collections within the Senate House Libraries;
- Access to SOAS (School of Oriental and African Studies) Library (you will need to apply for a SOAS library card and produce your SAS ID card)
- The opportunity to gain access to many other libraries in London including the British Library, and the Wellcome Library for the History and Understanding of Medicine
- Access to nearly all of the libraries of the institutions that make up the federal University of London on production of their SAS ID cards. The University of London Library Access Agreement enables University of London students access to books and other library materials in subject areas that are often unrivalled and that have been built over many years.–
- Access to a wide range of electronic resources see <http://senatehouselibrary.ac.uk/our-collections/databases-and-eresources/>

The Teaching Collection

This collection of short-loan books and journals supports the MA and is located on open access shelves in the Institute of Commonwealth Studies Library. The Teaching Collection contains a reference and short-loan collection of books and monographs, along with reference-only journals and access to e-books, e-journals and databases.

The SAS Virtual Learning Environment *studyonline* provides additional resources to support the courses taught for the ICwS Masters Programmes including a range of digitised readings.

ICwS students' borrowing rights from the teaching collection depend on their mode of study:

- Full-time Masters students may borrow up to 3 books for a period of two days (included in their 15 book loan allowance)
- Part-time Masters students can borrow up to 3 books for a period of one week (included in their 15 book loan allowance)
- MPhil/PhD students and academic staff can borrow up to 3 items for one week (included in their 20 book loan allowance)

N.B. To ensure their prompt return, fines are charged for overdue items: fines are 30p per day.

Journals are reference-only at all times.

The ICOMM teaching collection is for reference use only for all other library members.

New materials are being added continuously and suggestions are welcome.

Books and reports

The Teaching Collection's human rights material focuses on recommended readings and

- the philosophy and theory of human rights;
- international human rights law;
- the role and activities of NGOs and intergovernmental organizations.
- reports and publications from governments; human rights commissions; and NGOs.

Journals

The Library has current subscriptions to around 30 journals in the Teaching Collection, including

- Human Rights Quarterly;
- International Journal of Human Rights;
- Journal of Genocide Research;
- Netherlands Quarterly of Human Rights;
- Journal of Human Rights Practice.

Appendix I: Grade Descriptors – A Quick Guide

Min mark %	Max mark %	Grade	Mark	Description
85	100	Distinction	A+	Outstanding performance above a distinction level. Work is of exceptional quality. The highest level of knowledge and understanding is demonstrated by independence and originality in conception, the highest level of critical skill, synthesis and analysis. The work contains analysis of sufficient originality and importance to change the conventional way of approaching the subject, and its presentation is of the highest standard. The work will be well-argued, well-organised and impeccably documented, and be of publishable or near-publishable quality.
75	84	Distinction	A to A+	Excellent work, demonstrating a consistently very high level of knowledge and understanding. It shows clear evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Propositions are analysed with sufficient originality to challenge received ideas, and in a clear, sustained, relevant and focussed manner. Presentation standards will be excellent.
70	74	Distinction	A- to A	Very good to excellent work, demonstrating a very good level of knowledge and understanding. Work shows strong evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Arguments are well-organised and lucid. Presentation standards are very good, with very good documentation.
65	69	Merit	B+	Good to very good work, showing a good level of knowledge and understanding, demonstrated by evidence of originality of in conception, a good level of critical skill, synthesis and analysis. It demonstrates use of a wide range of relevant material. Work will be well-organised, clearly argued, coherent, and well- and appropriately referenced. Presentation will be of a high standard.
60	64	Pass	B	The work is of satisfactory to good standard, showing clear knowledge and understanding of relevant material, and signs of independence and originality of conception. The work exhibits sound synthesis and analysis skills, is well-structured and coherent. Presentation will be to a good standard and well-referenced.
50	59	Pass	C	The work is of an acceptable standard, demonstrating an adequate level of knowledge and understanding, some evidence of competence in synthesis and analysis, and adequate levels of presentation.
47	49	Fail	D+	Unsatisfactory work, showing a basic but incomplete level of knowledge and understanding. Important elements may be lacking, and the argument may be persistently obscure, and lacking in coherence and focus.
35	46	Fail	D	Poor or very poor work, below or well below the standard required at the current stage. Work that is very or seriously flawed, displaying a lack of research and a lack of engagement with the question; incoherence or a grave misunderstanding of the topic; no signs of independence and originality in conception, little or no critical skill or ability to synthesise and analyse; very poor standards of presentation including inadequate or extremely poor referencing; short work.
25	34	Fail	E	Extremely poor work, demonstrating all the flaws outlined above
0	24	Fail	F	Unacceptable or not submitted

Erasmus+ with Padova University, Italy

The MA in Understanding and Securing Human Rights has an Erasmus+ partnership with Padova University, Padova, Italy.

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020. It replaces the previous programme Erasmus Mundus, which focused primarily on student exchange. The Erasmus+ encompasses a wider range of programmes but still maintains the student exchange dimension.

Padova University offers an MA in Human Rights and Multi-level Governance. Students of the MA in Understanding and Securing Human Rights can attend courses offered as part of this MA programme at Padova University in either the autumn or spring terms. A stipend will be awarded to cover some living and travel costs for students participating in the programme.

The MA in Human Rights and Multi-level Governance is a 2 year Master of Arts, equivalent to 120 ECTS-credits. It is run in part by the Human Rights Centre at Padova University. The Human Rights Centre hosts the UNESCO Chair in “Human Rights, Democracy and Peace”; the Jean Monnet Centre of Excellence: “Intercultural Dialogue, Human Rights and Multi-level Governance”; and Jean Monnet Chairs in European Studies.

The MA programme in Human Rights and Multi-level Governance is a contribution to developing a universal culture of human rights such as highlighted by UNESCO and the United Nations. Accordingly, it has a strong policy- and action-oriented approach. The MA in aims at developing ad-hoc knowledge and skills to promote and fulfil human rights within the broader context of legal and political processes and multi-level policies. Human rights law, multi-level governance framework, and the concepts of “human development” and “human security” are the paradigm of reference throughout the course.

Several course options in English are available (not all courses will run each year). Students from the MA in Understanding and Securing Human Rights are required to earn the equivalent number of ECTS to fulfil the requirements of their MA (see details above; the MA in Understanding and Securing Human Rights courses are typically 10 ECTS each). Course offerings at Padova University include:

- European Union Law and Human Rights (6 ECTS);
- Human Rights and International Justice (6 ECTS);
- History of International Organisation (6 ECTS);
- Women's Human Rights (9 ECTS);

More information on the MA in Human Rights and Multi-level Governance can be found here:

<http://unipd-centrodirittiumani.it/en/MA>

If you are interested to consider the Erasmus+ programme, please contact Dr. Corinne Lennox for further details.

The deadline for spring 2017 applications is the 15th of November 2016.