

# Overview

The goal of doctoral education is to cultivate a research mindset, to nurture flexibility of thought and intellectual autonomy through an original, concrete research project. It is the practice of research that creates this mindset. The core component of the structured PhD programme is the advancement of knowledge through original research.

The purpose of structuring the doctoral programme is to provide the support and skills that students needs to help achieve their academic and professional goals. The structured PhD is a formalized, integrated programme of education, training, research, personal and professional development activities. It enables the development of discipline-specific knowledge and research skills as well as generic transferable skills.

Supervision is by a principal supervisor who is responsible for providing guidance on the research carried out by the student and manages the student’s training. The student and supervisor are supported by a Graduate Research Committee (GRC). The GRC formally monitors student progress through an annual review process in line with national and international best practice. (Students whose progress towards a PhD is unsatisfactory may be recommended to submit an MPhil.)

The Structured PhD is available as a 4-year Full Time programme or a 6–year Part Time programme (360 ECTS).

Each student must obtain a total of **30 ECTS** through **structured modules** having a taught or skills component, over the course of the PhD and the remaining 330 ECTS are awarded for the Dissertation.

The thesis remains central to the award of the PhD. The remaining ECTS are derived from the research component.

**Part Time:** The traditional research only PhD also remains available for those wishing to complete on a part time basis.

**Induction and Orientation**

**Induction** is organized by the College of Business Public Policy & Law through its constituent Schools (the School of Business and Economics and the School of Law), and is mandatory for all first year research students. Research process, regulations and ethics, research finances, information/library resources and other general information on the University will be provided to students at Induction. **Orientation** is a separate event, also mandatory for all research students, which is organized by Graduate Studies and normally takes place prior to induction.

**Governance**

The student’s Graduate Research Committee is responsible for confirming that modules have been taken and assessed.[[1]](#footnote-1) Module assessment is the responsibility of the student’s supervisor or the lecturer delivering the module, as appropriate. The student should provide the GRC, in advance of the annual review, with details of modules taken, results achieved and copies of their assessment as part of their annual progress review. This should include a signed declaration to the effect that the student has not taken these modules previously, either as part of the structured PhD or as part of a master’s degree in this or any other institution. The GRC, once satisfied that modules have been taken and assessed, will sign off on the modules in the annual GRC report. This information is passed to the College office where it is recorded on the student’s Yearly Progress Report. The Dean and the College office have responsibility for oversight of this process.

**Formal Registration for ECTS credits**

All students must register for (i) thesis code (programme/discipline identifier) plus (ii) any generic GS modules approved by their supervisor plus (iii) any other modules approved by their supervisor (and module owner in the case of a taught module) plus (iv) a research component RM\*\*\* :

**(i) Thesis Codes (choose one only) – ECTS 0**

AY650 Accounting

EC650 Economics

MG650 Management

MK650 Marketing

MS650 Business Information Systems

SC650 Shannon College

LW650 Law

LW610 Disability Law and Policy

LW651 Human Rights

**(ii) Generic[[2]](#footnote-2) (Graduate Studies) Modules** (5 ECTS each)

*(A full list with details of the syllabus and learning outcomes for each module is available at:*

[GS Modules - University of Galway](https://www.universityofgalway.ie/graduate-studies/currentstudents/gsmodules/gsmodules/)

GS modules that may be of particular interest are:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| GS501 | Seminar Programme |  |  |  |
| GS506 | Teaching & Learning |  |  |  |
| GS507 | Statistical Methods for Research |  |  |  |
| GS508 | Formulating a Research Project Proposal |  |  |  |
| GS509 | Participation in Workshops/Courses |  |  |  |
| GS515 | Research Paper Publication |  |  |  |
| GS530 | Graduate Research Information Skills |  |  |  |
| GS5103 | Conference organisation |  |  |  |

GS5104 Intensive Writing Workshop

**(iii) Modules available within the College** (see overleaf for full module list):

**Students must register on line for their selected modules.**

1. Go to Online Registration https://www.universityofgalway.ie/registration/
2. Login to Online Registration
3. Select My Courses

**Blackboard 1GST1**

All students will be registered for the Blackboard module 1GST1 Graduate Studies Training, where general information on Graduate Studies at University of Galway is provided:

**Modules available in the School of Business and Economics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module | Description | Semester | ECTS |  |
|  |  |  |  |  |
| EC374 | Advanced Econometrics | 1 | 10 |  |
| EC506 | Econometrics | 1 | 10 |  |
| EC5143 | Research Methods for Health Economics and Policy Analysis | 1 | 10 | \* |
| **EC556** | **Philosophy of Social Science** | **1** | **10** | \* |
| EC660 | Research Seminar I (Advanced Microeconomics) | 1 | 10 |  |
| **EC661** | **Research Seminar II (Advanced Macroeconomics)** | **2** | **10** |  |
| EC572 | Health Systems and Policy Analysis | 2 | 10 |  |
| EC5120 | Economics of Health and Health Care | 1 | 10 |  |
| EC5123 | Dynamics of Ageing and Public Policy | 2 | 10 |  |
| EC5124 | Economics and the Global Economy | 2 | 10 |  |
| **EC5125** | **Environmental Gerontology and Ageing in Place Policy** | **2** | **10** |  |
| MG5117 | Innovation & Entrepreneurship | 1 | 10 |  |
| MG6103 | Employment Relations and Law | 1 | 10 |  |
|  |  |  |  |  |
| MK5118 | Social Marketing & Sustainability | 2 | 5 |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Those in bold will not run in 2025/26**

*Not all modules will run every year, please check with the relevant discipline before registering.*

*\* Modules particularly recommended for Yr 1 PhD students, subject to consultation with your supervisor.*

**Module descriptors**

**EC374 Advanced Econometrics**

The objective of this course is to help students understand standard econometric tools and several important advanced econometrics techniques in cross-sections, panel data and time-series models and how they can be used in empirical research and practical applications. Emphasis will be placed on appreciating its scope, understanding the essentials underlying the various methods, and developing the ability to relate the methods to important issues faced by a researcher. On successful completion of this module, students will be able to use computer based statistical packages to analyze data, will understand how to interpret the output and will be confident to drive the analysis process. Emphasis is on being able to use the methods effectively, and on understanding the methods, their appropriateness and their limitations.

**EC506 Econometrics**

The principal aim of this module is to provide students with a thorough

understanding of the core techniques of econometrics and their application, in order

to test economic theories and measure magnitudes relevant for economic policy and

other decisions. These skills will provide a foundation for subsequent study of

quantitative topics in economics and are one of the key elements in the professional

training of an economist. The module differs from the standard approach taken in

traditional econometrics courses in that it focuses mainly on the issues and

challenges that empirical researchers address when they apply econometric

methods. Weekly lab sessions form an integral part of the module and will

help to develop students’ applied econometric skills and their understanding of the

methods presented in lectures.

**EC661 Advanced Macroeconomic**This theory module begins with a treatment of modern growth theory and empirics. Topics include the neoclassical growth model, cross-country convergence, and theories of endogenous growth. We then consider theories of business cycle fluctuations, including both real business cycle and new Keynesian approaches. We then develop dynamic treatments of monetary, fiscal and exchange rate policies, with applications to the Irish and euro zone economies. The module concludes with an exploration of political economy models of macroeconomic policy. On successful completion of this module, students should:

* Be able to explain and critically evaluate theories of endogenous growth, neoclassical growth model.
* Use computer based macroeconomic modelling software to analyse and interpret data.

**EC660 Advanced Microeconomic Theory**

Advanced Microeconomics is intended to introduce students to topics at the frontiers of research in microeconomic theory. Topics may vary from year to year, but it is expected that they will include: social choice theory, game theory, the economics of information, networks, contract theory and political economy. The objective of the course is to write a research paper in microeconomic theory.

**EC556 Philosophy of Social Science**Philosophy and Social Science: A Conceptual Framework; Major System of Thought in Philosophy: From Rationalism to Post-Positivism; The Social Sciences: Emergence and Philosophical Foundations; Major Developments in Contemporary Philosophy of Science and Social Sciences; Neo-Positivism: Dominance and Decline; Hermeneutics: The Philosophy of Interpretation and Understanding; Critical Theory; Post-Positivist Philosophies; Critical Realism; Causal Holism; and Social Constructivism. On successful completion of this module, students should be able to critically evaluate major systems of thought including rationalism and post positivism, the philosophy of interpretation and understanding, Critical Realism; Causal Holism; and Social Constructivism.

EC572 Health Systems and Policy Analysis

This is a module examines the structure, conduct and performance of alternative models of finance and delivery in health care and critically examines the policy approaches developed to tackle key challenges in health and social care. The module builds upon the concept of market failure as it relates specifically to health care; critically appraises methods used to compare system performance and compares alternative systems in terms of performance. The objective of the module is to describe the key aspects of alternative health care systems; explore the evolution of a particular set of systems; examine how system structure relates to its operation and what light this sheds on the performance of those systems.

**EC5120: Economics of Health and Health Care**Health economics is the study of how scarce healthcare resources are allocated among competing interventions and among groups in society. This course introduces basic concepts and practical issues faced by decision makers at all levels in the health system in allocating scarce resources so that the choices they make maximise health benefits to the population. The course will introduce some key concepts in health economics (e.g. opportunity costs) and explore how better choices in resource allocation might be made. There will be an introduction to the demand for and supply of health services, the fundamentals of markets and the challenges we face in allocating resources for healthcare. We will also reflect on equity in healthcare.

#### **EC5123: Dynamics of Ageing and Public Policy**

The objective of this module is to introduce students to current developments and debates in public and social policy on ageing. It will examine demand and sustainability implications of the most significant demographic challenge of the 21st century and the future policy directions necessary to address this challenge and support positive experiences in later life. Targeting the major domains of public and social policy, the module will foster students’ critical capacity to engage with and analyse relevant policies and cross-sector planning strategies. The module will also consider some of the implications of demographic ageing for other policy sectors and populations groups in related to health and well-being.

**EC5124: Economics & the Global Economy:** The aim of this module is to increase students’ understanding of economics and economic issues in the global economy. Topics include the scope of economics, global economic issues, methodology and economic models, role of economic policy and policymakers, economic performance: measurement and analysis, and the economic and business environment.

#### **EC5125: Environmental Gerontology and Ageing in Place Policy**

This module will analyse the significance of older people’s environments, and their interactions and relationships with these environments, for older adult well-being and for the effectiveness of policy and practice implementation. Students will explore the major theoretical perspectives on environmental gerontology and ageing in place that underlie contemporary policy approaches to ageing and older people. The module will seek to illustrate how older people’s experiences in place can reflect a complex interchange of micro personal circumstances and the immediate home environment, meso neighbourhood and community contexts and macro national and international structures. In doing so, students will learn about the influence of changes processes (e.g. rural economic and social transformation; gentrification and development) on the diverse residential contexts of older people, and adaptive and place-making strategies engaged in by older people in response to these changes. The effectiveness of current policy and practice approaches related to age-friendly and liveable communities, and community-based service provision, will be assessed against these circumstances.

**EC5143:** **Research Methods for Health Economics and Policy Analysis**

The aim of the course is to introduce students to the concepts and practice of research in health economics and policy. It is intended to be a practical course so that students become familiar with how to do research, the broad set of research methods available and what is considered good research practice. Students will be introduced to quantitative, qualitative and evidence synthesis research methods, and the course will also introduce students to quantitative data management techniques using Stata. As part of the course, students will conduct their own mini research project.

**MG5117 Innovation and Entrepreneurship**This module provides students with an understanding of the management and strategy of innovation and innovation driven entrepreneurship.

**Indicative Content:** Introduction to innovation; Theories of Innovation; Sources of Innovation; Building the innovative organization; Innovation Strategy; Innovation contexts; Models of technology entrepreneurship; Entrepreneurial finance; Design thinking; Emerging issues in innovation and entrepreneurship

*On successful completion of this module the learner will be able to:*

* Explain the central importance of effective innovation and technology management for success and
* growth.
* Identify the role of innovation capabilities in the development and implementation of innovation strategy.
* Critically assess the key processes for the effective organisation of innovation and technology within firms.
* Evaluate and validate unmet needs.
* Develop and validate a business model to deliver and capture value from identified opportunities.
* Appraise and select winning approaches in the domains of Strategy, Innovation and People Management
* and/or their integration.

**MG6103 Employment Relations and Law**The foundation of all HRM activity is the employment relationship. Employment law provides a legal framework for the conduct of this relationship. This module will present a critical perspective on the legal aspects of employment relations policy and practice. Learners will be able to assess the impact of employment law on employment relations and HR practice and gain insights into the creation and implementation of effective people management procedures and policies. The module requires students to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

**MK5118 Social Marketing & Sustainability**

This course challenges you to consider and critically reflect upon the scope for marketing principals, tools and techniques for social change, innovation and societal challenges. Marketing’s insights, concepts and techniques can be applied equally well outside the commercial marketplace in different exchange systems to tackle behaviourally driven social inequalities such as obesity and climate change and drive sustainable goals as health and wellbeing, sustainable transport and circular economies.

**Modules available in the School of Law**

There are three PhD-specific modules available in the School of Law:

Module Description ECTS

LW6102 Law Research Skills 1- Preparation, Presentation & Discussion 5

LW6103 Law Research Skills 2- Engaging in Scholarship and Debate 5

LW6101 Legal Opinion or Advice 5

**Module descriptors:**

**Law Research Skills 1: Preparation, Presentation and Discussion (LW6102)**

In this module, which you will take in the second year of your structured PhD, you will present your research to date in a seminar to a panel of experts and an audience of your peers, and respond to feedback. The Law Research Skills being assessed in this module include the ability to develop, refine, present and debate your research findings to date at a high level amongst a community of peers and scholars of international standing. Taking feedback, evaluating presentations and refining skills are essential components of this module.

**Law Research Skills 2: Engaging in Scholarship and Debate (LW6103)**

In this module, which you will take in the third year of your structured PhD, having already taken Law Research Skills 1, you will present your advanced research in a seminar to a panel of experts and an audience of your peers, and respond to feedback. You will develop, refine, articulate and debate (to the highest levels) your original research contribution. Engaging with peers and scholars to refine your propositions, identify weaknesses for remediation and develop strategies for future work are the core aspects addressed here, building on earlier skills development.

**Legal Opinion or Advice (LW6101)**

In this module you will be centrally involved in submitting an opinion or advice to a national, regional or international body. The body may be governmental (e.g. the Law Reform Commission), non-governmental (e.g. Amnesty International) or intergovernmental (e.g. Council of Europe, EU or UN). The opinion/advice may include an amicus curiae intervention before a domestic, regional or international court or adjudicative body.

**In addition to the PhD-specific modules, all taught LL.M modules are open to PhD students, subject to the consent of the module owner and provided the student has not taken the course before. The following suite of LL.M modules are available:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

Module Description ECTS

LW471 Introduction to Humanitarian Law 10

LW525 Counter-Terrorism and Human Rights 5

LW530 Procedure Before International Criminal Courts 5

LW538 Transitional Justice 10

LW552 Foundational Theoretical Framework in Disability Law and Policy 10

LW558 Legal Capacity Law and Policy 10

LW550 Advocacy and Access to Justice 10

LW561 Mental Health Law and Policy 10

LW553 Inclusive Education Law and Policy 10

LW483 Advanced Legal Research and Methods 10

LW485 Sentencing and Penal Policy 10

LW439 Advocacy, Activism & Public Interest Law 10

LW5103 Islam and Human Rights Law I 5

**LW5104** **Islam and Human Rights Law II** **10**

LW5105 Contemporary Issues in International Migration Law 10

LW5107 International Child Rights 5

**LW5109** **European Migration Law** **5**

**LW5110** **International Human Rights Clinic** **10**

LW5111 Business & Human Rights II 10

LW5113 Common European Asylum System 5

LW5114 International Refugee Law 10

LW5116 Gender and Human Rights 10

LW5117 International Human Rights Law 10

LW5118 Public International Law 10

LW5120 ECHR in Times of Crisis 10

LW5121 Transnational Lawyering 10

LW5122 International Criminal Law 10

LW5123 International Peace Operations 10

**LW5124** **Climate Justice** **5**

LW5201 EU Competition Law 10

LW5209 Legal Skills: Commercial Practice, Advocacy and Dispute Resolution 10

LW5205 Advanced Intellectual Property Law and Development 10

LW5213 Law of International Business Transactions 10

LW5214 Imprisonment and Rights 10

LW5216 Policing, Security and Rights  10

LW5217 Vis Moot 20

LW5218 Law and Economics of Corporate Transactions 10

LW5219 Minority Groups and the Criminal Justice System 10

LW5214 Imprisonment and Rights 10

**Those highlighted in BOLD are NOT running in 2025-26 Academic Year**

**The following LLB modules are also open to PhD students, subject to the consent of the module owner and provided the student has not taken the course before.**

|  |  |  |
| --- | --- | --- |
| **Code** | **Module** | **Credits** |
| LW117 | Constitutional Law | 10 |
| LW118 | Contract | 10 |
| LW262 | Tort | 10 |
| LW301 | Criminal Law I | 5 |
| LW304 | Criminal Law II | 5 |
| LW427 | European Union Law I | 5 |
| LW428 | European Union Law II | 5 |
| LW225 | Land Law I | 5 |
| LW226 | Land Law II | 5 |
| LW229 | Company Law I | 5 |
| LW231 | Company Law II | 5 |
| LW263 | Equity I | 5 |
| LW265 | Equity II | 5 |
| LW513 | Evidence I | 5 |
| LW514 | Evidence II | 5 |
| LW337 | Administrative Law I | 5 |
| LW3119 | Jurisprudence | 5 |

**Module descriptors**

**Introduction to Humanitarian Law (LW471)**

The aim of this course is to provide students with an understanding of the different legal regimes of jus in bello and jus ad bellum. To provide students with an appreciation of the general principles and laws that comprise international humanitarian law and to assess how these rules developed over time. To evaluate the application of these rules to case studies and scenarios and to critically analyse how IHL is enforced.

**Counter-terrorism and Human Rights (LW525)**  
This course introduces students to how the protection of human rights may be affected by counter-terrorism laws, policies and practices. It explores the relevance of – and the relationship between - international human rights law and international humanitarian law in the context of counter-terrorism. Students will also consider contentious debates in the area of counter-terrorism, i.e., the justifiability of the use of torture/the lawfulness of targeted killings/restrictions on freedom of expression.

**Procedure before International Criminal Courts (LW530)**

The module introduces students to the laws of procedure and evidence before international criminal courts and tribunals. The module focuses in particular on the law and practice of the International Criminal Court. It explores the rights of the accused in international criminal law and analyses the law of evidence and procedure throughout the various phases of international law cases, at the pre-trial, trial, appeal and sentencing stages.

**Transitional Justice (LW538)**

The course introduces post-graduate students to the debates, concepts and dilemmas in the relatively new field of transitional justice, exploring the various accountability mechanisms that exist in addition to international or domestic criminal prosecution. It encourages students to critically evaluate transitional justice mechanisms in light of stated objectives such as justice, truth, peace and reconciliation, and compliance with human rights law

**Foundational Theoretical Framework for Disability Law and Policy (LW552)**

This foundation course will examine the role of law in the formulation and implementation of regulation and policy in various fields of public law. The role of law in facilitating activities, in providing a framework and structure within which they can operate, and in establishing a basis for regulatory norms and practices, will be discussed. The role of regulatory bodies in devising regulation (goal setting, establishing criteria, engaging in consultation processes etc.) and implementing it (monitoring, compliance, adjudicating, advocacy, etc.) will be considered, as will various forms of regulation (regulation, co-regulation, self- regulation, etc.). The focus of the course will range from national to European (EU and Council Of Europe) level and cover a variety of topics, for example law and governance in the context of the EU. Topics may vary from year to year.

**Legal Capacity Law and Policy (LW558)**

The focus of this course is on international, regional and national law reform of legal capacity laws. Key issues will include supported decision-making and the assessment of legal capacity.

**Advocacy and Access to Justice (LW550)**

This module will address the broad scope of access to justice for people with disabilities (including access to information, and to the systems and procedures used in the administration of justice). It will highlight how people with disabilities experience barriers in accessing justice, and how these barriers can be redressed, through statutory advocacy services and other innovative rights-enforcement mechanisms.

**Mental Health Law and Policy (LW561)**

The purpose of this course is to explore the key challenges facing mental health law and policy at the international, regional and national level. Based on the inherent equality of all persons, this course will examine the legitimacy of laws and policy priorities that effect the confinement and forcible treatment of persons from a civil and criminal law perspective.

**Inclusive Education Law and Policy (LW553)**

The purpose of this course is to explore the key challenges facing the process of inclusive education reform that is underway worldwide as well as in Ireland.  Effectively, this is a law reform process that seeks to accommodate human difference within the education system, and is premised on the inherent equality of all persons and a rejection of the ‘separate but equal’ segregationist doctrine.  This move towards mainstream education, to truly inclusive education is not without its critics, with some championing the necessity for separate provision in certain situations (e.g. deaf community, and parents of children with autism).

### Advanced Legal Research and Methods (LW483)

This course will build on the research skills already acquired by students in their primary law degree programmes. It will be closely linked with and designed to facilitate the writing components and the minor thesis requirement of all students on the programme. The emphasis will be on practical exercises which will include elements of the following: textual analysis, database training, literature review, research presentation, abstract writing, report writing, research evaluation.

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### Sentencing and Penal Policy (LW485)

This course begins with a detailed analysis of the moral justifications for punishment and their current relevance. This will be followed by a study of the historical development of selected penal practices and institutions, including imprisonment, probation and community based sanctions. The latter part of the course will concentrate on judicial sentencing practices, with particular emphasis on the general principles of sentencing developed by courts in common law jurisdictions, and on the strategies more recently adopted by governments and courts in other Western countries to structure sentencing discretion. Sentencing theory and policy has been enriched by contributions from many disciplines including philosophy, social theory, law and history. The reading required for this course will draw on all of those disciplines.

### Activism, Advocacy and Public Interest Law (LW439)

This new module will examine the role of advocacy and the dynamics of activism in advancing diverse forms and aspects of "the public interest". In particular it will look at the advancement of the public interest through public interest law and litigation. Selected themes will be used to examine how the public interest, as understood broadly or by sectional interests, is advanced by recourse to public interest law. Practical concerns in the area of public interest litigation - such as *locus standi*, class and derivative actions and protective costs orders - will be discussed with a view to exploring the unrealised potential of public interest litigation in Ireland drawing on comparative experience in other jurisdictions. The module will also focus on the regulatory issues concerning non-governmental organisations, their relationship with the state, and selected themes, such as media reporting of public interest issues. There will be contributions from a diverse range of guest contributors including one or two small panels of speakers who will be invited to debate particular issues with participation by the class.

**Islam and Human Rights Law II (LW5104)**

The course aims at providing students with knowledge of the relationship between Islam and human rights. It explores the relationship between cultural relativism and universalism claims taking Islam as an example. The course introduces students to relevant theories and methodological tools for developing a constructive dialogical attitude with regard to cultural claims. A brief introduction to basic notions of Islamic law is followed by a study and critical analysis of a series of apparent tensions between Islam and human rights: Islamic criminal justice system and traditional punishments, Islam and political violence, freedom of religion and treatment of minorities and women’s rights.

**Contemporary Issues in International Migration Law (LW5105)**

The aim of this course is to equip students with the knowledge and analytical skills to analyse and evaluate the legal, political, and philosophical issues relevant to contemporary challenges in international migration law, policy and practice.

**International Child Rights (LW5107)**

The area of children’s rights is a compelling one. Children, formerly perceived by the law as an extension of their parents, now have an international human rights instrument outlining their rights as individuals – the UN Convention on the Rights of the Child (CRC). But what has changed? Children still lack legal autonomy for most purposes, they are the group most likely to suffer violence and poverty, and whether they enjoy CRC rights is highly dependent on the adults in their lives. In this module, we will take a critical view of the CRC, examining key issues, such as children’s rights in court and the rights of working children. We will question the relationship between parent, state and child, looking at how and whether the CRC has influenced law and practice in this area.

**European Migration Law (LW5109) – available from 2020**

The engagement of European courts and human rights bodies with migration and asylum has spiked over the last twenty years (Baumgartel, 2019), even though they have often come under criticism for adopting certain restrictive decisions vis-à-vis the needs of protection and promotion of the rights of vulnerable migrants (Dembour, 2015). This seminar-based module allows LLM students to learn how the major European legal frameworks regulate the status and the rights of people that move within and across European borders, both regularly and irregularly. Students are expected to pursue individual study and take part in different types of discussions on substantive standards and procedural issues of European Union Law (EU law) and European Human Rights Law (EHRL) around migration. This means navigating the tension that exists between sovereign immigration enforcement and the elaboration of human rights standards for vulnerable collectives like migrants.

**International Human Rights Clinic (LW5110)**

The Human Rights Law Clinic will involve up to 15 students, focusing on applied human rights research, advocacy and archival research. Students will be provided with an opportunity to engage with external partners, NGOs and law firms, under the supervision of the LLM clinic director. Skills training on human rights research, provision of legal assistance and information and archiving human rights documents will be provided. Projects may include research and advocacy on topics such as adoption rights; Mother and Baby homes; Commissions of Investigation for historic abuse.

**Business & Human Rights II (LW5111)**   
The course engages postgraduate students with the topic of business and human rights, exploring questions regarding State obligations and the extent to which business entities such as multinational corporations have human rights responsibilities. It considers developments at the international and domestic level to promote accountability and ensure compliance with emerging standards.

**Common European Asylum System (LW5113)**

This module examines the evolution of the EU Common European Asylum System (CEAS) from the 1990s to the present, exploring why and how the EU has sought to harmonise the law in this area.

**International Refugee Law (LW5114)**

This module explores the development of international refugee law and the challenges presented by the current ‘refugee crisis’. The course opens with an exploration of the history of international refugee protection both prior to and since the adoption of the seminal 1951 Convention relating to the Status of Refugees. Attention is then turned to the definition of a refugee in the 1951 Convention, focusing on the inclusion, cessation and exclusion clauses of the treaty. The course also explores the strategies that states have adopted to narrow the refugee definition, such as safe country concepts, the internal flight alternative, poor country of origin information practice and negative credibility indicators.

**International Human Rights Law (LW5117)**

The course seeks to provide post-graduate students with a general introduction to the sources,

systems and foundations of international human rights law.

**Public International Law (LW5118)**  
The course is intended for students with little or no knowledge of public international law. The main objective of the course is to provide students with an overview of the fundamental notions and methodology of public international law. The course will equip students with the skills required in order to envisage legal dimensions of human rights issues.

**ECHR in Times of Crisis (LW5120)**  
This course will critically engage the underpinnings of the Convention and the Strasbourg case

law. The course will explore the influence of the Convention as well as the extent to which politics

informs the law and law, the politics. Whilst some Convention rights will be dealt with on an

article-to-article basis, the methodological leanings of this course will be an examination of rights

on an issue-by-issue basis.

**Transnational Lawyering (LW5121)**  
This module introduces students to strategic human rights litigation through the exploration of a selection of cases, actors, strategies in the field of international and transnational public interest lawyering.

**International Criminal Law (LW5122)**  
The course introduces postgraduate students to the subject of international criminal law. During

the course, students will explore the history and development of international criminal law, the

established crimes under international law, the mechanisms of international criminal justice and

general principles of international criminal law.

**International Peace Operations (LW5123)**  
Aim: the aim of this course is to critically analyze the principles of peacekeeping and apply these to a number of contemporary and past missions

**Climate Justice (LW5124)**

The module engages postgraduate students with the topic of climate justice, exploring and critically assessing the role of human rights in addressing climate change and environmental damage, and the relevant obligations of States and other actors (including business entities). It considers developments at the international and domestic level, including within the United Nations human rights system, international criminal justice, constitutional law and civil litigation.

**LW5201 EU Competition Law**

This module examines EU competition law, focusing on the control of private power by economic actors to protect competition in the market. The module is designed to provide a broad overview of the legal framework and the substance of the EU competition law rules. The module aims to bestow students with a comprehensive knowledge of and a clear understanding of EU competition law; with the skills to evaluate the underlying goals and structure of EU competition law; and, with the skills to apply and evaluate the rules and their application. To this end, the module entails an examination of the substantive and procedural rules of EU competition law.

**LW5209 Legal Skills: Commercial Practice, Advocacy and Dispute Resolution**

The objective of this course is to examine the expanding alternatives to court based litigation in the resolution of disputes. After a review of civil practice and procedure in the Irish courts, the course concentrates on the philosophy and methodologies of alternative dispute resolution (ADR). This includes a detailed analysis of domestic arbitration law.

The course also deals with other forms of binding ADR, e.g. international commercial arbitration, mediation - arbitration (med-arb), and adjudication; as well as non-binding forms such as mediation \ conciliation and collaborative law. An important element of the course is that dealing with the principals of negotiation, in particular the Harvard Negotiation Method.

By the end of this module, the student will be familiar with the arbitration process and its practical use as an alternative to litigation. The student will also be aware of the difference between negotiation, mediation, conciliation, arbitration, collaborative law and litigation. The student will be able to assess the relative advantages and disadvantages of these various forms of alternative dispute resolution when trying to resolve a dispute.

**LW5205 Advanced Intellectual Property Law and Development**

This module examines and analyses international laws and rules in relation to intellectual property which impact on economies and livelihoods in least developed, developing and developed countries. The module will scrutinise the roles played in international intellectual property/trade law by institutes such as the WTO, WIPO and the WHO. The module will also consider the activities of international NGOs and their influence over the enforcement of intellectual property rights. This module will consider the groundswell of political participation in developing countries, its extension in the developed world and its potential for reform of international institutions. The module adopts a critical approach to the current status quo and examines participatory and deliberative models of democracy. It is a holistic approach to the subject(s) and is, of its nature, interdisciplinary (crossing boundaries between law, economics, political science, sociology and philosophy).

**LW5213 Law of International Business Transactions**

The objective of this module is to examine the legal aspects of international business transactions. Students will be exposed to the legal implications of transacting business across national borders. International business transactions covered include international contracting, international sales, law of exporting-importing, trade finance, and international intellectual property law and licensing. Please note that there is a strong emphasis on the practical application of law to real-world transactions. The module is designed to provide students with the ability to 1) understand the different methods and models of doing business internationally; 2) evaluate the risks involved in the different methods of doing business; 3) evaluate the risks related to different types of countries; 4) describe the major legal techniques used to minimize risks in international business transactions; 5) explain the role of international conventions and trade usage in removing obstacles to international trade; and 6) demonstrate an understanding of comparative legal reasoning.

###### **LW5214 Imprisonment and Rights (10 ECTS) Semester 2**

###### Imprisonment and Rights will provide postgraduate students interested in rights, punishment and imprisonment with insights into how international and regional law and policy govern the rights of prisoners. Students will learn about the legal grounds for the improvement and reform of prison regimes and explore critical scholarship on the ability of human rights law to contribute towards penal harm. Throughout the course, students will engage with substantive rights, judicial decisions, principles and recommendations from international and regional systems relevant to imprisonment and the protection of the rights of prisoners. Students will explore how standards have evolved over time and how independent oversight bodies fulfil their mandates to prevent torture, inhuman and degrading treatment and punishment within prisons. Students will critically examine how rights apply to particular types of prisoners (female, juvenile, transgender and foreign prisoners), can permit the use of intrusive, degrading means of control (body searches and solitary confinement) and regulate hunger-strikes. The course will examine particular themes (deaths in prisons) and look towards the future to identify foreseeable risks (conflict, climate and pandemics). Students also have the opportunity of learning from practitioners during a visit to a male and female prison.

###### **LW5216 Policing, Security and Rights (10 ECTS) Semester 1**

###### Policing, Security and Rights will introduce students to the principles governing policing and security from a rights perspective. It will take a particular focus on the question of protest, unrest and civil discontent, exploring issues of security and policing as they come up against democratic protest rights. The module will think about surveillance and predictive policing, the use of force and policing moments of intense social unrest, adopting critical perspectives on how gender and race intersect with protest, policing and security.

**LW5217 Vis Moot**

The module is a clinical legal education module where participating students compete as a team in the prestigious Vis Arbitration Moot. The module enables students to develop their knowledge and skills in international commercial arbitration. This includes: developing their knowledge of the substantive and procedural rules of international commercial arbitration, deepening their critical reasoning, research and writing skills, and developing their advocacy, public speaking, and team working skills.

**LW5218 Law and Economics of Corporate Transactions**

The Law and Economics of Corporate Transactions (LECT) course is an interdisciplinary course that marries leading perspectives in law and economics. LECT uses the tools of conventional microeconomic theory (the study of the behaviour and decision-making process of individuals, or individual firms) to help students understand how legal structure determines the value of corporate transactions. LECT seeks to create a single integrated “toolkit” for effectively considering corporate transactions. It does so by taking into account their legal, financial, and economic issues and implications.

**LW5214 Imprisonment and Rights**

The Imprisonment and Rights module will provide postgraduate students interested in rights, punishment and imprisonment with insights into how international and regional law and policy govern the rights of prisoners. It will analyse the legal grounds for the improvement and reform of prison regimes as well as critical scholarship on the ability of rights law to contribute towards penal harm. Throughout the course, students will engage with substantive rights, judicial decisions, principles and recommendations from international and regional systems relevant to imprisonment and the protection of the rights of prisoners. Students will critically examine how rights apply to particular types of prisoners (such as women, children and foreigners) and how prison and rights law permit and regulate the use of intrusive, degrading and potentially lethal means of control (solitary confinemen and the use of force for example). Students will explore how standards have evolved over time and how successful independent oversight bodies are in fulfilling their mandate to prevent torture, inhuman and degrading treatment, and punishment within prisons. The course will also explore emerging scholarship and standards pertaining to contemporary issues such as infectious disease, deaths in prison and escape.

**LW5219 Minority Groups and the Criminal Justice System (10 ECTS) Semester 2**

###### This module explores the experiences of minority groups in the criminal justice system.  The module examines the development of the criminal justice system in Ireland and the theories underpinning law and policy in this area.  The module explores theoretical and practical issues facing these groups when they come into contact with the criminal justice system.  In addition to exploring Irish law there is a comparative law element to the course in examining the different themes.  Ireland’s obligations under international human rights law will also be explored (EG UN Convention on the Rights of the Child, the UN Convention on the Elimination of Discrimination Against Women, UN Convention on the Elimination of All Forms of Racial Discrimination and the UN Convention on the Rights of Persons with Disabilities and the European Convention on Human Rights).

Article-based PhD: Guidelines for the College of Business, Public Policy, and Law

Article-based PhD: Guidelines for the School of Law

Students in the School of Law wishing to undertake an article-based PhD will be subject to the University guidelines, as outlined in section 6.2.6 and Appendix 1 (section 10) of the University Guidelines for Research Degree Programmes:

[University Guidelines for Research Degree Programmes (universityofgalway.ie)](https://www.universityofgalway.ie/media/graduatestudies/files/university_guidelines_for_research_degree_programmes.pdf)

## University Guidelines for Research Degree Programmes (Graduate Studies)

In this format, a number of research articles written by the student while registered for the PhD, either published or accepted for publication, are presented with an introductory chapter, explanation of the research question, relevant literature and methodology and a concluding chapter. The student’s contribution to each article must be made explicit.

An article-based PhD is based on a collection of papers (including published papers or papers submitted and accepted for publication) which describe a coherent programme of research undertaken by the student while registered for the PhD. It also contains an introductory chapter, explanation of the research question, relevant literature and methodology and a concluding chapter.

Article-based PhD: Guidelines for the

J.E. Cairnes School of Business & Economics

## University Guidelines for Research Degree Programmes (Graduate Studies)

An article-based PhD is based on a collection of papers (including published papers or papers submitted and accepted for publication) which describe a coherent programme of research undertaken by the student while registered for the PhD. It also contains an introductory chapter, explanation of the research question, relevant literature and methodology and a concluding chapter.

## Specific guidelines (School of Business and Economics)

Students wishing to undertake and submit an article-based PhD must adhere to the University guidelines and to these guidelines drawn up by the School of Business & Economics.

|  |  |
| --- | --- |
| Entry requirements | As per College Calendar for Structured PhD degrees |
| Admission process | As per College Calendar for Structured PhD degrees |
| Submission process | As per University Guidelines for Structured PhD degrees |
| Examination process | As per University Guidelines for Structured PhD degrees |

### Selection of PhD programme

The article-based PhD format is available to registered students on full or part-time PhD programmes within the School of Business & Economics.

### Subject matter of published articles

It is expected that the articles presented shall deal with the same research question or set of linked questions. A detailed discussion of each paper and the context and relationship of the work described in each, so that the overall research contribution is clear to GRC members and examiners, is expected.

### Number of peer-reviewed articles required

A minimum of three original, full-length research papers is required. One of the articles should have been accepted for publication in a respected, international, peer-reviewed journal. The other articles must be suitable for publication in respected, peer-reviewed journals in the discipline field.

In line with University guidelines, only articles which are based on research that has been undertaken by the student while registered for the PhD are admissible.

The PhD candidate should be responsible for the major research contribution of the work. Three joint publications may be included but the candidate must be the primary (first) author on at least two of these.

The candidate must make explicit their contribution relative to that of any co-authors, and make clear the role of the co-author. Where a peer PhD candidate is a co-author the role of each PhD candidate must be clearly distinguished and normally only one may claim primary authorship.

Articles that are accepted for publication are counted towards the minimum provided suitable evidence of acceptance is provided.[[3]](#footnote-3) As conference papers typically describe preliminary research findings and are subject to less rigorous peer review, these may be included in the thesis to show the progression of the research contribution, but do not count to the minimum of three articles. Also, articles that have been published in non peer-reviewed journals or as book chapters may be included in the thesis, but do not count to the minimum of three.

### Structure of the Article-based PhD

As per the University Guidelines, in addition to the minimum requirement of three articles, the article-based PhD must also contain an introductory chapter, explanation of the research question, relevant literature and methodology and a concluding chapter. A full bibliography is also required.

Subject to discussion with the PhD supervisor and the Graduate Research Committee, the PhD will normally be structured as follows:

* An introductory chapter will locate the candidate’s work within the existing scholarship. This chapter will explicitly articulate the key research question(s) addressed by the candidate and the chosen methodological/theoretical framework, as appropriate;
* A literature review chapter may be included if a thorough critical review of previous scholarship and literature on the topic is not comprehensively addressed in the three articles;
* A chapter corresponding to each of the three articles;
* A concluding chapter, which draws the substantive material in the articles together so as to demonstrate their coherence and the full extent of their contribution to knowledge;
* A full bibliography.

### Process and time limit on PhD format selection

The format of thesis presentation (monograph or article-based) will be decided jointly between the primary supervisor and student and as advised by the GRC. Selection of format can be at any stage of the PhD and the student can revert back to the traditional monograph at any time.

Note that the decision to opt for a published article-based PhD should be not be based solely on meeting the minimum criteria. A monograph has the advantage of more readily supporting the development of a sustained argument, with the synthesis of the relevant literature and an integrated discussion of the methodology to clearly demonstrate the candidate's *contribution to knowledge in their field*. The articles and supplementary chapters incorporated into an article-based PhD *must achieve the same end.*

### Role of the GRC

To advise the student/supervisor.

### The PhD examination process

The article-based PhD is examined in the usual way as per University Guidelines. Irrespective of publication, the University examination process is the ultimate assessment of the quality of the article-based thesis.

The candidate must demonstrate that in pursuance of the Article-based PhD, he/she has met all of the following criteria:

• Has made a significant contribution to knowledge and scholarship

• Has demonstrated a capacity for original and critical thought

• Can display an appropriate depth and breadth of knowledge and understanding of the relevant field(s) of study in the thesis and at the viva examination

• Has gained significant expertise with respect to basic and advanced methodologies and techniques

• Has presented a thesis with the appropriate structure and written style

• Has completed work that is suitable for publication.

Evidence as to whether or not these criteria are met is found in the thesis, but the oral examination or viva is critical to confirmation that the required standards have been achieved.

Appendix 1 - GRC Guidelines

**Research Integrity Training**

## Research Integrity Training

“Research Integrity relates to the performance of research … to the highest standards of professionalism and rigour, and to the accuracy and trustworthiness of the research record in publications and elsewhere” (https://library.nuigalway.ie/openscholarship/researchintegrity/). It is expected that all Research students and staff undertake basic training in Research Integrity – this is provided online and free of charge. Research students may obtain 5 ECTS credits for this training by registering for GS5110 and, in addition to the online material, attend an interactive workshop and complete a Research Student Supervisor Agreement (details at <https://www.universityofgalway.ie/researchcommunityportal/researchintegrity/>).

**Mini Viva – under GRC procedures in CBPPL Guidelines**

All PhD students are required to submit a written Mini-Viva Report to their GRC within 2 years of registration. Individual schools may decide on when the mini-viva is held within the first two years (the mini-viva will replace one of the annual GRC meetings). The Mini-Viva Report typically comprises 5,000 words, plus Appendices, and describes the work completed to date and a detailed PhD research proposal.

This is complemented at the GRC meeting by the student making a detailed presentation. The oral presentation will be followed by a Mini-Viva Examination, during which the GRC members will query and offer constructive critiques on various aspects of the students preliminary research and their PhD research proposal. The maximum duration of the Mini-Viva Examination, including the student’s presentation, should be 45 minutes.

The purpose of this oral Mini-Viva Examination is to confirm that the student:

(i) understands the research problem

(ii) is aware of the associated literature

(iii) has demonstrated capability to conduct independent research

(iv) has a realistic research plan and schedule

(v) remains capable of completing the PhD

The submission of the Mini-Viva Report and the subsequent Mini-Viva will be held no later than 2 years after the date of initial registration. Appendix 2 contains a brief description of some of the components that normally constitute a Mini-Viva Report, and should be regarded as guidelines only.

**Personal Development Programme (PDP) – Under Structured PhD in CBPPL Guidelines**

## Personal Development Plan

Each PhD student should develop a Personal Development Plan (PDP) and review it with their Supervisor(s). This will help the students to identify training, modules, development activities and resources they should avail of during their PhD, and will help them plan how to develop their professional skills. The first PDP should be developed by the student and reviewed with their Supervisor as soon as possible during the first year of the PhD with confirmation, in the report to the GRC, that a PDP has been developed.

The PDP should be reviewed annually with their Supervisor, confirming review of the PDP in the report to the GRC. A PDP guide, template, workshops and other resources on the PDP process are available from the Researcher Development Centre (https://nuigalwayie.sharepoint.com/sites/rdc/SitePages/Personal-Development-Planning-(PDP).aspx)

Students who have two or more years of their PhD completed at the time of implementing these guidelines (October 2022) may choose to not develop a PDP.

**GUIDELINES IN CBPPL FOR MINI-VIVA AND PDP**

# Appendix 2 –Mini-Viva Report Guidelines

The following contains a brief description of some of the components that normally constitute a Mini-Viva Report, and should be regarded as guidelines only.

The Mini-Viva Report should comprise approximately 5,000 words (plus figures, with extra information included in Appendices.

Where a student has submitted papers for peer-review (either to journals or conferences), or an Invention Disclosure Form, which cover much of the detail required for the Mini-Viva Report, the student may include the papers/Invention Disclosure Form in the Report, and write a shortened Synthesis Report of approximately 1,000 words, introducing the research papers and describing the main research proposal.

A detailed Powerpoint/other presentation should then be made to the GRC meeting, which will cover and expand on the main points made in the written report. This will then be followed by a thorough oral examination of the student by the GRC. The maximum duration of the Mini-Viva Examination, including the student’s presentation, should be 45 minutes.

**Title:** Should be exact, concise and clear to attract the intended readers. It should identify the general area of research and contain no secondary details.

**Abstract:** This is a short summary of research. It should briefly:

(i) state the research problem and objectives

(ii) describe the methodology and techniques used in the solution

(iii) outline the main findings, emphasising the contribution

(iv) present the main conclusions

An abstract should:

* be limited in length (normally 100-200 words)
* be self-contained (since it may be used for databases and summaries)
* not include unnecessary detail (the place for this is elsewhere)
* be drawn completely from the report

A person reading the abstract should be able to quickly identify the area of research covered by the report and decide whether the work is relevant to their own research/problem.

**Introduction:** This introduces the research by briefly:

(i) Giving the context of the research problem (background)

(ii) Establishing the relevance of the research (rationale) by:

* reviewing relevant previous research (literature review)
* emphasising the importance of the research area
* specifying the potential benefits of the research

(iii) Defining the research problem (problem statement) by one or more of the following:

* highlighting a gap in the research area
* posing a new research problem whose solution is unknown
* continuing, by generalising, relaxing assumptions, or furthering, previously developed research
* proposing alternative, perhaps simpler, solutions to current research problems

(iv) Proposing a solution by:

* outlining the steps taken to develop the solution (objectives)
* setting out clearly the assumptions used to obtain the solution
* outlining the aspects of the research area that will not be covered (scope)
* presenting the research methodology
* announcing the main results and contribution
* outlining the structure of the report

A person reading the introduction should be able to situate the research problem, be convinced of its importance, be aware of the problem statement - including any assumptions - and the techniques used in the solution, and should understand the contribution of the report.

**Literature Review:** This is an evaluation of relevant and significant existing research. It shows the relationships between different work and how it relates to the research problem at hand. It may include a few key publications and survey papers and should:

* demonstrate the importance of the author’s research area
* place the author’s research in the context of other ongoing research
* emphasise the author’s contribution by highlight the shortcomings, unrealistic assumptions or other limitations of existing research
* be organised by ideas and not by authors or publication dates

Sources may include journal articles, books, conference proceedings, corporate reports, internal reports, correspondence, theses, Internet, CD-ROM, newspapers and magazines. Library staff can help you find the relevant material. They are experts in how to do a literature search.

**Current Research:** This forms the bulk of the report and carries out in detail points 3 and 4 mentioned in the introduction. It should include initial research directions and findings, simulation and experimental results and evaluation of existing techniques. The main purpose is to convince the examiner that the student is capable of doing original and significant research work at PhD level.

**Research Plan:** GRC members understand that the bulk of the student’s research contribution occurs in the latter stages of a PhD programme.  This section of the report should include a clear statement of the task that remains and give target dates by which specific milestones will be achieved.

**Conclusions:** This section should include

* Short and concise statements about the main findings of the research (conclusions)
* A summary of the specific contributions of the report, including any shortcomings, work which remains to be completed or issues which remain unresolved (contribution)

**References:** These are closely tied to the literature review and must all be referred to in the report. They are normally organised alphabetically by author surname, or, less frequently, by order of citation in the report. Library staff can show you how to cite your references.

**Appendices:** These include any necessary material that may impede the smooth presentation of the report. Examples include large tables or figures, etc.

1. See University Guidelines for Research Degree Programmes, section 4.2 and section 5.8

   [University Guidelines for Research Degree Programmes (universityofgalway.ie)](https://www.universityofgalway.ie/media/graduatestudies/files/university_guidelines_for_research_degree_programmes.pdf) [↑](#footnote-ref-1)
2. Note that many GS modules should be evaluated by your Supervisor. Please ensure that they provide an evaluation for this module in their annual GRC report (GS40) or you may not receive ECTS credits. [↑](#footnote-ref-2)
3. Suitable evidence would be a formal letter from the editorial board of a Journal, or an online pre-publication or proof document available on the public website of the Journal. [↑](#footnote-ref-3)