The Irish School of Ecumenics

Postgraduate Diploma in Conflict and Dispute Resolution Course

Handbook

2016–2017
HANDBOOK

POSTGRADUATE DIPLOMA
CONFLICT AND DISPUTE RESOLUTION STUDIES
THE IRISH SCHOOL OF ECUMENICS
TRINITY COLLEGE, DUBLIN

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NOTE: This Handbook will be required for reference throughout the programme. It is recommended that you keep it safe.

2016 - 2017
Welcome to the Irish School of Ecumenics, Trinity College Dublin and particularly the PG Diploma in Conflict and Dispute Resolution Studies. These notes are intended to provide you with a brief outline of the Programme and the procedures applicable to postgraduate work at ISE. Further information will be given during the Orientation session at the beginning of the academic year, when you will also have an opportunity to meet fellow students and staff and to discuss any questions which arise from this Handbook. It is essential that everyone attend this session.

The University of Dublin Calendar, which contains College’s regulations for postgraduate students, can be accessed at www.tcd.ie/local. Part 3 of the Calendar covers postgraduate regulations. If there is any discrepancy between this handbook and the Calendar, the Calendar’s provisions apply.

All students will be given a TCD student email address. This email address will be used for official College and ISE business.

CDRS Programme: Key People

Programme Co-ordinator: Dr Gillian Wylie (wylieg@tcd.ie)

Programme Administrator: Ms Christine Houlanah (cdrssec@tcd.ie)

Please feel free to contact the appropriate member of the programme team should you have queries or require assistance.
CDRS PROGRAMME STRUCTURE

The PG Diploma in Conflict and Dispute Resolution Studies is structured into four Modules, each worth 15 ECTS (European Credit Transfers). On successful completion of the Modules students achieve the 60 ECTS necessary for a PG Diploma. The Modules are:

(EM7600) **Understanding Conflict**  
(Thursdays 7-10pm, September-December 2016)

(EM7601) **Aspects and Dynamics of Conflict and Conflict Resolution**  
(Tuesdays 7-10pm, September-December 2016)

(EM7602) **Theories and Processes of Conflict Resolution**  
(Thursdays 7-10pm, January-April 2017)

(EM7603) **Skills for Moving Beyond Conflict**  
(Tuesdays 7-10pm, January-April 2017)

There will be two Saturday workshops on mediation skills in January/February 2016. For those opting for the MII assessment there will be a Saturday assessment in April 2016.

**Virtual Learning Environment: Blackboard**

Materials related to the Modules (powerpoint presentations, recommended readings, programme announcements etc.) will be available to students on the web via TCD’s Blackboard. Log on using your TCD user name and password at [http://mymodule.tcd.ie/](http://mymodule.tcd.ie/)

A demonstration of blackboard will be given in the first week of the programme.

**TCD Library**

PG Diploma students have rights to borrow 4 items at a time. The library has great on-line resources for use off-campus. You can read about these at [http://www.tcd.ie/Library/using-library/off-campus.php](http://www.tcd.ie/Library/using-library/off-campus.php)
TEACHING METHOD

We take students from a wide range of academic and work backgrounds and we do not accept anyone who is not likely to succeed. We can distinguish between four dimensions of learning which correspond to the teaching method adopted at ISE: lectures, practice-based learning, reading and writing.

Lectures
Formal lectures are intended to give students a structured background in the subject and a context in which to raise initial points and queries. For a student unfamiliar with the subject, they provide a useful overview and a set of basic guidelines for the three other aspects of study. The mix of backgrounds of students means that lectures must be pitched at a level that may not entirely suit beginners or specialists.

Practice-based Learning
A key component of this programme is the orientation that students receive in understanding the scope of Alternative Dispute Resolution possibilities and to evaluate the differences in a practical context. The practice-based learning will enable students to acquire the necessary skills and have opportunities to role-play for practices such as mediation, negotiation and restorative justice.

Reading
Reading for academic purposes is an acquired art: it must be selective, discriminating and critical. Module reading lists tend to give an overview of books and articles available in the TCD library. Their purpose is to provide a basis for selective reading on particular topics.

Writing
In an obvious sense, writing is essential to learning. It is true of learning that we do not know what we have learned until we demonstrate the ability to express it. In practice, therefore, writing notes, short pieces and extensive essays is a necessary part of study as well as a bureaucratic requirement of the academic life.

A few points to remember:

* Essays must address the title and be written coherently and grammatically on one side of A4 paper.
* Pay attention to structure: do not neglect to introduce the subject, develop the argument and reach a conclusion (preferably in that order!)
* Try to avoid unsupported assertions of an ethical or emotive kind. An essay is always improved by an author showing awareness of counter arguments and attempting to deal with contradictory evidence. No field of study is value-neutral, but values should guide – not distort - research.
ASSESSMENT

The assessment for the PG Diploma in CDRS is based on two essays of 4,000 – 4,500 words each; a 4,000 – 4,500 Personal Reflection Log; and on a practical skills-based assessment.

Essays

Students must write one essay relating to material covered in the first teaching term and one essay relating to material covered in the second teaching term. Students will be given a list of essay titles to choose from for both semesters.

Students should submit one hard copy of their essay to Ms Christine Houlahan and a soft copy using the turnitin software. Details on using turnitin will be given during the Modules.

Essays will be marked by an internal assessor, with an option for second marking for borderline marks. The essays are then available for sampling by the programme’s external examiner at the exam board, which meets in early October every year.

The marks given will reflect their judgment of four distinct categories of competence:

1. Presentation. This refers to the physical presentation of the essay, its spelling and grammatical competence, the clear presentation of references and bibliography and the student’s writing skills.

2. Structure. The essay should have a coherent form in terms of its different sections and a clear thread of argument throughout.

3. Analysis. It should demonstrate the ability to understand theoretical material and to manipulate abstract ideas critically.

4. Use of sources. The judicious use of documentary or empirical data which are relevant and adequate to the overall thesis argued.

The pass mark is 50%.

Students will receive a report based on the internal examiners' assessment of their essays. This report is intended to indicate whatever merits and defects the essay contains and to explain the basis of the mark given. It is particularly important that students consult the essay supervisor on receipt of a report if they wish to discuss further the points made in it.

If the essay falls below the minimum required standard and was submitted by the required deadline, the report can help with revision.

Revision of an essay is permitted only where otherwise the student would fall below the required standard for the programme and only where the work was submitted on or before the set deadline. The revised essay must then be received within 14 days of receipt of the report and recommendations.
Personal Log

The Personal Log aims to encourage students to reflect on the different disciplinary perspectives and practice-based methodologies presented in the programme with the purpose of noting any linkages between these perspectives. The Log is a reflective diary where the student records observations, reflections and cross references to subjects that have arisen and connections made from the lectures and the reading. It is hoped that this will encourage students to look beyond their own stated objectives in doing the course, thereby leading to their widening their areas of interest and research and contributing to an enrichment in their work and careers. Conventional academic standards in respect of presentation, referencing etc. apply to the Personal Log.

Skills-based Assessment

Classes in CDRS often involve elements of role play and other forms of practical skills development. This is particularly the case in EM7601 and and EM7603 which focus on students acquiring skills in facilitative and transformative methods of mediation. The skills based assessment for the PG Diploma involves a short simulated facilitative mediation, which is filmed for the purpose of assessment and review. Optional assessment for MII purposes is explained below.

Assessment Standard

Each essay must achieve a mark above 50% for a candidate to pass the Diploma and the performance in the reflective log and filmed mediation must be graded as satisfactory.

Deadlines for written work

It is an essential and equitable part of continuous assessment that work be submitted on time. Students who fall behind, without explanation and permission, may be removed from the register. Extensions are granted only in cases of medical necessity (with certification) or force majeure (e.g. family crises).

Deadlines for 2016-17 are as follows:

1st essay: December 16th 2016, 5pm
CDRS filmed mediation assessments - February 2017 - tbc
2nd essay: June 2nd 2017, 5pm
Personal Log: August 18th 2017, 5pm

MII mediation assessments (optional) - Weekends in April or May 2017 - TBC
Written assignments submitted after the specified deadline will be subject to a penalty of 10 per cent, unless an extension has been granted prior to the deadline by the programme coordinator.

NOTES ON ESSAY STYLE

Physical Structure: The final typescript should include:

Title page, including essay question, author, date of submission, word count, plagiarism statement
Table of contents
Introduction
Conclusion
References
Bibliography

There may also be (i) appendices, containing any important extra material you need to include, to be placed after the conclusion but before the bibliography; and (ii) a list of abbreviations used in references (if such abbreviations are extensive) to be placed either before the Introduction. These should be noted in the Contents.

Quotations (and references generally) must be made with care for accuracy. Quote the exact words; if you have to add extra words to clarify the sense, put them in square brackets; if you omit any, indicate that you have done so with three dots; for example:

It is instructive to note the comment of Henry Kissinger: "[In such cases] ... it is essential to bear in mind the role of personal humility in the exercise of diplomacy."

If a quotation is going to take up more than two lines in your script, or if you wish to give it a special emphasis, make a distinct paragraph of it by indenting the whole paragraph from the left and right hand margin, with single spacing and without quotation marks. Always when you quote or refer, give a precise reference to the work and page or pages referred to.

It is a standard academic requirement to cite the source of ideas taken from other authors and to place direct quotes in quotation marks. Where the idea or quotation is second-hand i.e. drawn from a citation in another source, that fact should be noted in the list of references, e.g.: Kaldor, 1987, p79 cited in Redclift, 1979 p.n.

Citations, References and Bibliography

There are differing conventions concerning the citing of sources in an essay but the following method is recommended as acceptable for ISE programmes.

Quotations longer than two lines should be indented & single-spaced:

The environment in the international economy is an internationalised one, which often exists to serve economic and political interests far removed from a
specific physical location.(1)

The List of References should then show

References or Footnotes serve two chief purposes; (i) to give a reference or several references; (ii) to discuss a point which is incidental to your main argument, but which you wish to cover, or which serves to supplement or clarify your text. Most of your footnotes will be of the first type. They must include exact page number(s).

1) Keatinge, 1984, pp2-5
2) Goulet, 1986, p.123

Footnotes should be in single spacing and may be placed at the end of the relevant page or in numerical order before the Bibliography at the end of the dissertation or essay.

The Bibliography should include all works which you quote or mention in your text or footnotes. It may also include other works which you have used but not specifically mentioned; but do not include too many of these or the examiner’s suspicions will be aroused - he or she may conclude that you have simply spent your time compiling an impressive book list without actually reading the books. Full details of the books and articles should be given, and you follow a consistent pattern for doing this. One suitable form for books consulted is:

Keatinge, Patrick 1973(a) The Formulation of Irish Foreign Policy, IPA, Dublin
Keatinge, Patrick 1973(b) A Singular Stance: Irish Neutrality in the 1980s, IPA, Dublin

In the case of articles, the citation should include the author, the title of the article, the journal or periodical title, the volume number and date and page numbers. For example:

Halliday, Fred 1988 'Three Concepts of Internationalism', International Affairs, 64/2, 1988, pp. xx-yy

Note that books and articles are listed alphabetically by author in the bibliography, and that the titles of books and journals should be underlined (or italicised), but not the titles of articles in journals. These should be put in inverted commas.

Websites should be listed in full in a separate section of the bibliography, under the source organisation or institution. Remember to include the date on which you accessed the site.
The work of compiling accurate bibliography and footnotes is immeasurably lightened if proper care is taken from the beginning of your research to keep such details. When you note down a quotation or other reference, take care to register with it the full and precise details of publication. Our use a bibliographical programme such as ENDNOTE or ZOTERO.

**Spelling and grammar**

Correct spelling, grammar and clear presentation are essential in essay writing. Spelling errors and sloppy presentation are not tolerated by Trinity College.

Students who fail to meet the final deadlines for Essays and who have not been granted an extension, will be notified that no further work will be accepted and that their assessment will be based on work already submitted.

**Plagiarism**

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at [http://tcd-ie.libguides.com/plagiarism](http://tcd-ie.libguides.com/plagiarism).

We ask you to take the following steps:

(i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at [http://tcd-ie.libguides.com/plagiarism](http://tcd-ie.libguides.com/plagiarism). You should also familiarize yourself with the 2015-16 Calendar entry on plagiarism located on this website and the sanctions which are applied;


(iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at [http://tcd-ie.libguides.com/plagiarism/declaration](http://tcd-ie.libguides.com/plagiarism/declaration);

(iv) Contact your Course-Co-ordinator or your Lecturer if you are unsure about any aspect of plagiarism.
POSTGRADUATE APPEALS PROCESS

The Postgraduate Appeals Process is outlined in the Trinity College Calendar Part 3. According to the regulations as outlined in the Calendar, all appeals should be heard first at School level. The grounds for appeal against the decision of Taught Course Committees are outlined in the Calendar.

A student who wishes to appeal should first write to their Programme Co-ordinator, within two weeks of the publication of results, stating clearly the grounds for appeal and where necessary enclosing documentary evidence.

The Programme Co-ordinator will then discuss the case with the relevant parties and attempt to find a solution.

If the Programme Co-ordinator cannot resolve the matter, the student may appeal to the School Appeals Committee (Taught Postgraduates). The Director of Teaching and Learning Postgraduate (DTLP) will convene and chair this committee which will be composed of one programme co-ordinator (of a programme not taken by the student) and another member of academic staff. At the School Appeals Committee the student concerned should have representation appropriate to the formality of the process, for example, a supervisor, programme co-ordinator or other appropriate staff member.

No one will be appointed to an Appeals Committee where a conflict of interest might arise. Should the DTLP experience a conflict of interest, she or he will be substituted by the Head of School.

Appeals against the decision of a School Appeals Committee (Taught Postgraduates) may be made in writing to the Dean of Graduate Studies, who has the discretion to grant or deny the appeal. Appeals against the decision of the Dean of Graduate Studies may be brought to the Academic Appeals Committee for Graduate Students (Taught). This committee will consider appeals concerning events occurring more than 4 months previously only in the most exceptional circumstances.

For further details of appeals at College level, please see the Calendar.
STUDENT ASSOCIATIONS AND SERVICES

The Graduate Students’ Union

Located on the second floor of House Six, the Graduate Students' Union is an independent body within College that represents postgraduate students throughout College. Upon registration, all postgraduates are automatically members. It is run by two full-time sabbatical officers; this year they are the President, Ryan Kenny, and the Vice-President, Sarah Smith. As the head and public face of the Union, Ryan is responsible for strategy and policy formulation, whilst sitting on a wide range of committees. Sarah is the Union's Education and Welfare Officer and advises students on matters such as academic appeals and supervisor relationships. She's also here to help on more personal matters, such as financial concerns, illness and bereavement. Any discussions about such concerns are treated with the strictest confidentiality.

Contact us at either: president@gsu.tcd.ie or vicepresident@gsu.tcd.ie

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

Who?
The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgraduate Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your course you’re at. In addition each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgraduate Support Officer for extra assistance if needed.

Contact details of the Postgraduate Support Officer and the Advisory Panel are available on our website: http://www.tcd.ie/Senior_Tutor/postgraduate/

Where?
The PAS is located on the second floor of House 27. We’re open from 8.30 – 4.30,
Monday to Friday. Appointments are available from 9am to 4pm.
Phone: 01 8961417
E-mail: pgsupp@tcd.ie

What?
The PAS exists to ensure that all Postgraduate students have a contact point who they can turn to for support and information in college services and academic issues arising. Representation assistance to Postgraduate students is offered in the area of discipline and/or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgraduate student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website.

If you have any queries regarding your experiences as a Postgraduate Student in Trinity don’t hesitate to get in touch with us.

COLLEGE DISABILITY SERVICE

ISE welcomes applications from prospective students with disabilities, and endeavours to assist all students to realise their potential by offering a range of supports that include reasonable accommodations.

The Disability Service in Trinity College Dublin provides advice and support to students who disclose their disability prior to entry and whilst studying in College. Students with disabilities are encouraged to attend the College Open Day – usually in early December of the year preceding entry, or to contact the Disability Service to arrange a visit. We also encourage students with disabilities to register with the Disability Service, in order to seek supports and facilitate participation in their course, at the beginning of the academic year.

Students who do not disclose a disability cannot avail of reasonable accommodations and cannot claim that they have been discriminated against (on grounds of disability), if they have not disclosed a disability. For further information, or to discuss the supports that are available please contact the Disability Service at disab@tcd.ie or visit www.tcd.ie/disability
MEDIATORS’ INSTITUTE OF IRELAND ACCREDITATION

CDRS is an accredited training programme with Mediators’ Institute of Ireland.

Students may opt to undertake the MII’s Mediation Role Play Competency Assessment at the end of the course. Successful completion of this assessment will allow students to apply for Certified Mediator status with the Mediators’ Institute of Ireland (see www.themii.ie and http://www.themii.ie/certified-assessment.jsp for further details).

ISE will convene, organise and film the role play assessment, however students will be responsible for paying the appropriate fee to the MII assessor and submitting their self-assessment to the MII assessor in the time allowed. The MII assessor will meet with the class in January 2016 to outline the MII assessment process.

A student who wishes to appeal the outcome of their MII assessment should first write to the CDRS Programme Co-ordinator, within two weeks of the publication of results, stating clearly the grounds for appeal and where necessary enclosing documentary evidence. The Programme Co-ordinator will then discuss the case with the relevant parties and attempt to find a solution. In the event of a failed MII assessment provision can be made for a re-sit on payment of the appropriate fee.

As a participant on an MII approved training programme you are eligible for membership of The MII as a Trainee Member. This is to support trainee Mediators in accessing training and networking opportunities through the MII.

How to Register as an MII Trainee Member

To register as a Trainee Member of the MII, simply complete a Trainee Member registration form (downloadable from the MII Forms page) and return with a letter from the training provider confirming that you are attending the approved training programme (with certificate of successful completion to follow). For further information in relation to Trainee Members and how to progress from a Trainee Member to a Certified Member, see http://www.themii.ie/trainee-member.jsp

Trainee Member Benefits

The journey from Trainee to Associate level, Certified level and then to Practitioner level is both challenging and rewarding and The MII encourages Trainee Members to actively engage with other trainees and also accredited, practising Mediators to develop your skills and practice. Whether developing specific skills and knowledge, engaging in reflective practice or learning how mediation works in a particular environment, there are many opportunities for trainee Mediators, to engage and learn in informative and participative forums.

MII Trainee Members are entitled to:
- Free membership under the Trainee Scheme for the year of the **start date** of their approved training programme and the following calendar year.
- Reduced member fees for symposium, conferences and some CPD trainings
- Join a Sharing and Learning group
- Attend sector meetings, AGM and any EGMs
- Sit on appropriate committee

**Please note:**

1. Trainee Members are not approved to practice.
2. On progression to Associate, Certified or Practitioner Member status, the appropriate membership fee must be paid.
3. The Trainee Member allowance is only applicable to participants of MII accredited training programmes.
4. From 1 September 2007 those attending Practitioner Member status courses are entitled to free membership as a Trainee Member for the calendar year in which their course started.

If you have any queries or require further information please contact the MII at info@themii.ie.