School of Religion
Postgraduate Diploma in Conflict & Dispute Resolution Studies Handbook 2020-2021
POSTGRADUATE DIPLOMA IN CONFLICT AND DISPUTE RESOLUTION STUDIES
SCHOOL OF RELIGION
TRINITY COLLEGE DUBLIN

Introduction

Welcome to the School of Religion where we continue a tradition of scholarship that goes back to the very foundation of Trinity College Dublin.

The School of Religion is one of the twelve Schools that comprise Trinity College's Faculty of Arts, Humanities and Social Sciences. It brings together biblical studies, theology, ethics, theory of religion, and international conflict and peace studies as independent but related disciplinary fields.

The School's undergraduate and postgraduate courses explore encounters between religions and cultures from their roots in antiquity to the present day. They investigate the intellectual and institutional resources developed in historical and current interactions and conflicts and apply them to the challenges and the opportunities societies face in an age of globalisation.

The School has a strong commitment to community engagement, has campuses in Belfast and Dublin and is home to the Loyola Institute, the Trinity Centre for Biblical Studies and the Irish School of Ecumenics.

This Handbook summarizes and supplements the regulations that are contained in the University Calendar. However, in the event of any conflict or inconsistency between the General regulations, PART III, published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.
Academic and administrative staff will be available at Orientation to explain most of these requirements, and to answer any queries that you may have about procedures and regulations.

An electronic copy of this Handbook will be available on the School of Religion website, Current Student and via Blackboard. The following link will also be helpful: the College Virtual Learning Environment (VLE). A hard copy of this handbook in large print is available in the School office. Alternative formats of the Handbook can be provided on request.

There may be some modification during the year to the procedures and regulations outlined below; these will be brought to your attention as they arise.

Please note:

Familiarize yourself with College’s regulations for postgraduate students. These are available in the Calendar, Part III.

Your @tcd.ie email account is the only e-mail address used for official College business. Consult this email account regularly.

Your personal data is kept in accordance with the Student Data Policy.

College regulations require that you remain resident in the Republic of Ireland, or in Northern Ireland, during the course of your studies. Absence for a substantial period in either of the teaching terms is not permitted. Research abroad is permitted only with the approval of your Course Coordinator.

This Handbook will be required for reference throughout the programme. It is available on Blackboard in the first folder of EM7600.
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1. PROGRAMME STRUCTURE

The PG Diploma in Conflict and Dispute Resolution Studies is structured into five Modules. On successful completion of the Modules students achieve the 60 ECTS necessary for a PG Diploma. The Modules are:

(EM7600) **Understanding Conflict** (15 ECTS – European Credit Transfers)  
(Thursdays 7-10pm, September-December 2019)

(EM7604) **Aspects and Dynamics of Conflict Mediation** (15 ECTS)  
(Tuesdays 7-10pm, September-December 2019)

(EM7606) **Theories and Processes of Conflict Resolution** (10 ECTS)  
(Thursdays 7.00 – 10.00 p.m. January – March 2020)

(EM7605) **Models of Alternative Dispute Resolution** (5 ECTS)  
(Thursdays 7.00 – 10.00 p.m. March – April 2020)

(EM7603) **Skills for Moving Beyond Conflict** (15 ECTS)  
(Saturdays and Tuesdays, January-April 2020)

There will be four Saturday workshops on mediation skills in January/February/March and April 2020.

For those opting for the MII assessment there will be a Saturday/Sunday assessment in April/May 2020.
2. PROGRAMME 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: lectures, practice-based learning, reading and writing.

2.1 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.

2.2 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.

2.3 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.
2.4 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.

3. COURSEWORK 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; a practical skills-based assessment and a presentation on ADR.

3.1 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 cdrssec@tcd.ie and a soft copy using the Turnitin software on Blackboard. 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.

5. 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.

3.2 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.

3.3 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 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 at point 20.

3.4 ADR Presentation

Students will work in pairs to present a case study on the strengths and weaknesses of a particular method of Alternative Dispute Resolution.
3.4 Assessment Standard

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

3.5 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).

3.6 Coursework Deadlines for 2019-20

EM7600: Essay due December 6th, 2019, 5pm

EM7604: Videos - Tuesdays in Feb 2020 – module coordinator will confirm which nights with students

EM7606: Essay due March 27th, 2020, 5pm

EM7605: Seminar report due June 5th, 2020, 5pm

EM7603: Personal Log due August 7th, 2020, 5pm

MII mediation assessments (optional) - Weekends in April or May 2020 – 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.
1. NOTES ON ESSAY STYLE

4.1 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

4.2 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 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.

4.3 Citations, References and Bibliography

There are differing conventions concerning the citing of sources in an essay but the following method is recommended:

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:


4.4 References

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.

4.5 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. Or use a bibliographical programme such as ENDNOTE or ZOTERO.

4.6 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.

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 on the library website.

4.7. Research Ethics in the School of Religion

Trinity College Dublin and the School of Religion’s research community takes great care to ensure that our research activities follow best ethical practice in their design, content and conduct. Staff and students are required to follow College policies, maintain appropriate ethical standards in their research, and adhere to current data protection policies such as the General Data Protection Regulation (GDPR). Visit Research Ethics on the School website for details of procedures, forms and deadlines.

4.8 Plagiarism

Please:

(i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it. You should also familiarize
yourself with the 2019-20 Calendar entry on plagiarism located on this website and the sanctions which are applied;

(ii) Complete the ‘Ready, Steady, Write’ online tutorial on plagiarism. **Completing the tutorial is compulsory for all students.**

(iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work;

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

**GENERAL INFORMATION**

1. **Postgraduate Appeals Process**

The Postgraduate Appeals Process is outlined in the Trinity College Calendar Part III. 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 under General Academic Regulations for Graduate Studies and Higher Degrees – Section 1.

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

The Course Coordinator will then discuss the case with the relevant parties and attempt to find a solution.

If the Course Coordinator cannot resolve the matter, the student may appeal to the School Appeals Committee (Taught Postgraduate). The Director of Teaching and
Learning Postgraduate (DTLP) will convene and chair this committee which will be composed of one Course Coordinator (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, Course Coordinator 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 Postgraduate) 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 prior only in the most exceptional circumstances. For further details of appeals at College level, please consult the Calendar Part III.

2. VLE – 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. If you are not enrolled in your modules check with your School Office to ensure you are timetabled for the modules. All data in Blackboard is based on the College timetabling systems and information taken from your student record on my.tcd.ie. Blackboard requires an active TCD computer account for access. For more information on access and enrolment issues visit the IT Services VLE page.
3. College Disability Service

The School 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.

Trinity is an inclusive university and encourages students with disabilities to think about coming here. There are over 1,600 students with disabilities who have applied for reasonable accommodation with the Disability Service; it offers a confidential and accessible service for all students with disabilities and aims to identify and support your learning needs during your time in Trinity. It is student-centred and is committed in as far as is reasonably possible, to empowering students with disabilities achieve their academic and vocational goals, as well as access all aspects of College life. Please click on this link to find out more about the Disability Service and supports offered.

4. Links to University Policies

- PG Student Learning Development
- Student complaints
- Dignity and Respect Policy
- Data Protection

5. Student Support Services

There are a range of services to turn to for advice and support should you need it at any stage of your studies. The main services are outlined below, and you will receive more information on how they can support you at orientation. Visit the Student Support Services website for a full list of services and the latest Student Support Services booklet.
6. Postgraduate Advisory Service

The Postgraduate Advisory Service, commonly referred to as PAS, is the frontline support for postgraduate students at Trinity. PAS is coordinated by the Postgraduate Student Support Officer who acts as a first point of contact for any postgraduate student needing support or guidance.

Providing support

The PAS are there to provide support on any matter that may impact upon your time as a postgraduate at Trinity. Some of the most common issues students go to PAS to discuss include: study-related stress or worry; concerns about academic progress; supervisor-relationship concerns; extensions and going off-books; queries regarding regulations and academic appeals; bullying; plagiarism and disciplinary cases and financial hardship.

They support students by:

- Providing frontline confidential and free support, information, and referral via the Postgraduate Student Support Office
- Providing, on referral, named academics to provide advice, advocacy, and assistance via a panel of Postgraduate Advisors
- Providing a suite of complementary supports including informal mediation, workshops and training to postgraduates
- Administering the Postgraduate Student Assistance Fund and other financial assistance to postgraduate students.

PAS also provides representation for postgraduates in the event of disciplinary and/or academic appeals.
PAS is located on the ground floor of House 27. We are open from 9am to 5pm, Monday to Friday. Appointments are available from 10am to 3pm. If in doubt get in touch!

**Financial Assistance**

The Postgraduate Advisory Service administers the Postgraduate Student Assistance Fund.

This fund is intended to tackle disadvantage by providing small amounts of financial assistance to students requiring additional support to enable them to fully benefit from their third-level studies. It is co-funded by the Irish Government and the European Social Fund as part of the ESF Programme for Employability, Inclusion and Learning 2014-2020.

For further details see the financial assistance information on the PAS website.

**Contact PAS**

+353 896 1417  
pgsupp@tcd.ie  
PAS Website

**7. Data Protection**

Trinity College Dublin uses personal data relating to students for a variety of purposes. They are careful to comply with relevant obligations under data protection laws and have prepared this short guide to ensure you understand how they obtain, use and disclose student data in the course of performing University functions and services. The guidance note is intended to supplement the University's Data Protection Policy.
8. 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. The President, is the head and public face of the Union, and is responsible for strategy and policy formulation, whilst sitting on a wide range of committees. The Vice-President is also the Union’s Education and Welfare Officer and advises students on matters such as academic appeals and supervisor relationships. S/He is 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 confidence. The GSU website provides the latest updates from the Union, information on elections, campaigns and connections to the Union’s social media platforms. Students can arrange meetings with the sabbatical officers via emailing either the GSU President at president@tcdgsu.ie or the GSU Vice-President at vicepresident@tcdgsu.ie or by contacting the office landline at (01) 896 1169.

Another useful contact for research students is the GSU Research Student Officer who can be contacted at phd@tcdgsu.ie

The GSU help organise elections for class and School Reps. The Class Reps report to their School Rep who attends the School Executive Committee meetings and represents the whole school in the GSU.

9. Careers

See Trinity Careers Service.

Students can make an appointment with a Careers Advisor through MyCareer. To avail of this service please login to MyCareer with your Trinity student name and password, update
your profile and you can then book an appointment. The email address of the School’s Careers Advisor, Orlaith Tunney, is tunneyo@tcd.ie.

Students may also wish to avail of the following online resources:

Overview of careers resources for postgraduate taught students
Plan Your Career
Trinity Linkedin Alumni Tool

10. Clubs and Societies & Sports

Whether you are interested in yoga, debating, music or photography or you would just like to try something new, there are over 124 Trinity Societies for you to choose from. You can join a society at any time during the year. For information on the wide array of sport, health and fitness facilities available see Trinity Sports Centre.

11. Field Trips

Students can benefit from a visit to the UN/Geneva which takes place each May, as well as a Belfast Field Trip in January. Details of further field trips as part of the course offerings will be provided throughout the year by your Course Coordinator.

12. Graduation

Following the Court of Examiners, the University’s decision to award a degree must be processed and ratified at different committee levels, and you should not expect to be commenced (graduate) within less than two months of a Court decision.
CDRS students will commence (attend graduation) in January after the end of the course. The School hosts a coffee morning following the ceremony to which you are invited with your family and friends.

All queries about your Commencement, following the Court of Examiners, must be addressed to the Academic Registry. The Academic Registry will email students and contact them through their student portal, inviting you to register for Graduation. Please adhere to the acceptance deadline outlined in the email, and respond before this date.

Please note: you may not graduate until all outstanding fees and charges (including library charges) have been paid.
13. Feedback

Much of this Handbook is taken up with rules and procedural requirements. This is unavoidable if we are to ensure that the School’s courses are well-structured and that the degree you obtain is of real value. But the experience of postgraduate study should be richer than the mere passing of assessment requirements and the School of Religion encourages you to participate in our continuing efforts to improve our procedures as the year advances and to make an evaluation of your experience at the end.

Your suggestions on every aspect of the programme will be invited throughout the year. At the end of each semester, you will be asked to complete an assessment of each of the modules that you have undertaken. The information that you supply is invaluable to staff in the further development of the School. You may also be asked to take part in an online survey conducted by the Faculty of Arts, Humanities and Social Sciences. Please note that in any official survey you will remain anonymous, and your assessment of your experience in the School of Religion – whether positive, negative or both – is fed into a structured assessment of teaching and learning. Of course, you do not have to wait for these formal assessments to take place: staff are available at regular office hours (communicated at the start of the year) and they welcome your concerns and suggestions. Your class will also elect a class representative, who will be able to articulate your concerns through the appropriate channels.

14. Emergency Procedures

In the event of an emergency, dial Security Services on extension 1999.

Security Services provide a 24-hour service to the College community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff
and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

15. Health and Safety

Health, Safety and Welfare at work are of crucial importance throughout Trinity College and the School of Religion is committed to upholding the College's Health, Safety and Welfare policies.

The School also recognises and will ensure compliance with the requirements of the Safety, Health and Welfare at Work Act 2005; associated legislation made under the Act, and the College Safety Statement and College Policies and Codes of Practice documents. The Act requires that precautions are taken, as far as is reasonably practicable, to avoid endangering oneself or others by our actions/activities. All reasonable steps will be taken to ensure that the health, safety and welfare of all persons – be they staff, students or others – will not be put at risk. A copy of the School Health and Safety Statement is available from the School Office.

It is our collective responsibility to keep up-to-date with the latest COVID secure measures introduced by Government and any advice issued as a result. Please refer to the relevant legislation, guidance and advice available on the College COVID-19 website (http://www.tcd.ie/about/coronavirus) and the Health and Safety Authority www.hsa.ie.
16. Key Dates

Key dates for each course are posted on the relevant course page on the [website](#). Submission deadlines for coursework are in this handbook and will also be provided by your module Coordinator and can be found in the syllabus.

17. Key Locations

We are in the main Trinity Campus. The building is located beside the Department of Zoology. Further facilities information will be provided at orientation. [View our location and get driving/walking directions.](#)

18. Contacts and Opening Hours

**Head of School – Prof. Siobhán Garrigan (currently on Research Leave)**

garrigs@tcd.ie  
353 (0)1 896 4794

**Director of Teaching and Learning Postgraduate – Prof. Gillian Wylie**

wylieg@tcd.ie  
+353 (0) 1896 4788

**School Manager – Aideen Woods**

aidwoods@tcd.ie  
+353 (0) 1 896 4778

**Postgraduate Officer – Hellen Fennell-Batista**

srpostgrad@tcd.ie  
+353 (0)1 8964772

**CDRS Course Coordinator - Prof. Gillian Wylie**

wylieg@tcd.ie
Please feel free to contact the appropriate member of the programme team should you have queries or require assistance. For the full list of all academic and administrative staff please visit the School of Religion website.

**Opening Hours**

Opening hours of School offices are normally 9.00 a.m. – 5.30 p.m. (Monday through Thursday and 9.00 a.m. – 5.00 p.m. each Friday). You will be notified of school closures and any changes to opening hours via your student email account.

**19. Scholarships and Prizes**

For scholarships please see information available online at: [Postgraduate Scholarships](#).

**20. 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](http://www.themii.ie) and [http://www.themii.ie/certified-assessment.jsp](http://www.themii.ie/certified-assessment.jsp) for further details).

The CDRS staff will convene, organise and film the role play assessment, however students will be responsible for paying the appropriate fee to the MII assessor (200 Euro) and submitting their self-assessment to the MII assessor in the time allowed. The MII assessor will meet with the class in January 2020 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 Coordinator, within two weeks of the publication of results, stating clearly the grounds for appeal and where necessary enclosing documentary evidence. The Programme Coordinator 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](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.
APPENDIX 1 – MODULE DESCRIPTORS

EM7604

Aspects and Dynamics of Conflict Mediation

Semester 1 - September-December 2019 - Tuesday, 7-10pm

This module focuses on the acquisition of conflict resolution skills with a particular focus on mediation. The central ideas behind mediation will be introduced as well as different models. Practical mediation skills focusing on facilitative and transformative mediation models will be introduced and practiced with reference to workplace and community contexts.

Learning Outcomes:

On successful completion of this module students should be able to:

• Identify models of mediation and the principles that underpin them.
• Comprehend the transformative and facilitative models of mediation
• Demonstrate basic mediation skills
• Relate conflict analysis theories to resolving conflicts

ECTS value: 15 credits

Web based sources for this module can be found on TCD’s Blackboard.

Module coordinator – Penny McRedmond – pmcredmo@tcd.ie
CDRS Module EM7604

Aspects and Dynamics of Conflict Mediation

Tuesday evenings 7-10pm, ISE/Loyola Building

Week 1: 10th September: Introduction to Mediation

Week 2: 17th September: Fundamentals of Mediation 1

Week 3: 24th September: Fundamentals of Mediation 2

Week 4: 1st October: Models of Mediation

Week 5: 8th October: Mediation and the Law

Week 6: 15th October: The Mediation Act 2017

Week 7: Reading Week: No classes

Week 8: 29th October: Mediation and Confidentiality

Week 9: 5th November: Mediation and Justice

Week 10: 12th November: Transformative Mediation and Dialogue Skills

Week 11: 19th November: Transformative Mediation and Dialogue Skills

Week 12: 26th November: Transformative Mediation and Dialogue Skills
**Dr Yaser Alashqar** is an adjunct Assistant Professor in the International Peace Studies MPhil programme at ISE/TCD. Born in Gaza, he completed his PhD in civil society and the Israeli-Palestinian conflict at Trinity College. His areas of research and teaching include civil society, Middle Eastern issues in international relations, politics of the Middle East, mediation, peace-building, conflict analysis, comparative peace processes in Northern Ireland and Palestine, Gaza and the Israeli-Palestinian conflict. Alongside his academic engagement, he works as a trainer and facilitator with the Glencree Centre for Reconciliation in Ireland.

E-mail: alashqay@tcd.ie

**Penny McRedmond** is a UK and US lawyer and certified mediator. She works as an independent researcher and writer, specifically in the field of human rights. She has extensive lecturing and training experience and is author of Mediation Law (Bloomsbury 2018). Email: pmcredmo@tcd.ie

**Eamon Rafter** has been working as Education Development and Training Officer at Glencree since 2005. He has a background in adult education and training and his role involves making the learning of the organization available to diverse groups, through structured and informal education programmes. He has a strong commitment to transformative learning for peace and sustainability.

**Recommended Text Book:**


Harvard Negotiation Project DVD available for use in Berkley Library on counter reserve - shelfmark MUL A 2271
**General Reading List**

*Other readings will be suggested by lecturers and/or available on TCD Blackboard*

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**Useful Websites**

Association for Conflict Resolution - [www.acrnet.org](http://www.acrnet.org)

Equality Tribunal (Mediation Section) [http://www.equalitytribunal.ie/Mediation/](http://www.equalitytribunal.ie/Mediation/)

Irish Commercial Mediation Association (ICMA) – [http://www.icma.ie](http://www.icma.ie)


Mediate.com – [www.mediate.com](http://www.mediate.com)

Mediators Beyond Borders – [www.mediatorsbeyondborders.org](http://www.mediatorsbeyondborders.org)

Mediators Institute of Ireland – [www.themii.ie](http://www.themii.ie)


Twin Cities Mediation for audio and video links about transformative mediation) [http://twincitiesmediation.com/](http://twincitiesmediation.com/)
UNDERSTANDING CONFLICT

Semester 1, Thursday, 7pm-10pm

This module aims to introduce students to some key analyses of the generic causes of conflict in human relationships. Specific attention is then turned to the causes of conflict in international politics. The module ends with a series of case studies analysing the circumstances in which conflict in international contexts can be addressed and, sometimes, successfully resolved.

Learning Outcomes:

On successful completion of this module students should be able to:

- Identify some of the underlying causes of conflict
- Examine issues around power in conflict
- Discuss the potential for the pacific settlement of conflicts
- Reflect on the theories and processes of conflict resolution – in a domestic and global framework

ECTS Value: 15 credits

Web-based sources for this module are on TCD Blackboard.

Assessment is based on attendance/participation (5%), presentation (15%) and essay (80%)

CDRS course co-ordinator: Dr Gillian Wylie (wylieg@tcd.ie)
CDRS Lecture Schedule: Module 1 (EM 7600) Thursday 7-10

Week 1: 12 September: Conflict and its Causes  

Week 2: 19 September: Introduction to Conflict Analysis  

Week 3: 26 September: Conflict - Nature, Nurture, Structure  

Week 4: 3 October: Conflict and Human Needs  

Week 5: 10 October: Tools of Conflict Analysis  

Week 6: 17 October: Conflict and Gender  

Week 7: Reading Week – No classes  

Week 8: 31 October: Conflict Analysis Presentations (1)  

Week 9: 7 November: Conflict Analysis Presentations (2)  

Week 10: 14 November: Religion and Conflict  

Week 11: 22 November: From Conflict Analysis to Conflict Resolution  

Week 12: 29 November: Conflict Case Study: Northern Ireland
EM7600 Lecturers

Dr Iain Attack is assistant professor in International Peace Studies at TCD. He teaches modules on Conflict Resolution and Non-Violence and Armed Conflict, Peacebuilding and Development. His publications include ‘Non-Violence and Political Theory’ (2012) and ‘The Ethics of War and Peace’ (2005) both published by Edinburgh University Press.
E-mail: attacki@tcd.ie

E-mail: fernanla@tcd.ie

Dr Dong Jin Kim Dong-Jin Kim is an Irish Research Council Marie Skłodowska-Curie Actions (MSCA) Co-fund CAROLINE (Collaborative Research Fellowships for a Responsive and Innovative Europe) Fellow at the Irish School of Ecumenics Trinity College Dublin. His CAROLINE research project is entitled 'Comparative Studies on the Peace Processes in Northern Ireland and Korea: Toward Strategic Peacebuilding'.
E-mail: kimdj@tcd.ie

Dr Geraldine Smyth is adjunct associate professor in the School of Religion. Originally from Northern Ireland, Geraldine has expertise in ecumenical theology, attachment, social trauma and loss: theological and psychological responses to separation/identities in opposition/cultural and religious bereavement, as well as truth, memory and justice in post-conflict societies.
E-mail: gsmyth@tcd.ie

Dr Gillian Wylie is co-ordinator of the CDRS programme. She also teaches on the International Peace Studies MPhil, where she teaches Gender: War and Peace and the Politics of Peace and Conflict. Her research interest is in human trafficking and also gender-based violence.
E-mail: wylieg@tcd.ie
Recommended Texts


General Reading List on Conflict/Conflict Resolution

All books available in TCD Library

Readings for specific topics will be suggested by lecturers/posted on blackboard


Conflict and Dispute Resolution Studies

EM7603

Processes and Skills for Moving Beyond Conflict

Semester 2 (Jan-April 2020)

NB Tuesdays (7pm-10pm) and Saturdays (9.30am-5pm)

This module focuses on the acquisition of conflict resolution skills, with particular focus on facilitative mediation. The theory behind this method of ADR will be examined and there will be opportunities to acquire and practice skills.

Learning Outcomes:

On successful completion of this module students should be able to:

- Discuss the differences between prevailing processes of remedy and redress
- Analyse the relationship between mediation, justice and legal redress
- Acquire the skills necessary to conduct each stage of a facilitative mediation
- Conduct a facilitative mediation
- Undertake filmed role plays for TCD and MII assessment purposes

ECTS: 15 credits

Please Note: This module runs over four Saturdays and four Tuesday evenings
Additional Material will be available on blackboard.

Assessment is by way of a filmed mediator opening statement and role play in February 2020 and submission of a 4000 word reflective learning log in August 2020

Module coordinator – Penny McRedmond – pmcredmo@tcd.ie
EM7603
Processes and Skills for Moving Beyond Conflict

Lecture Schedule

Week 1: **Tuesday** 21st January: Preparation for TCD mediation assessments

Week 1: **Tuesday** 28th January: Preparation for TCD mediation assessments

Week 3: **Tuesday** 4th February: TCD mediation assessments

Week 4: **Tuesday** 11th February: TCD mediation assessments

**Saturday** 1st February: Facilitative mediation skills

**Saturday** 29th February: Facilitative mediation skills

**Saturday** 4th April: Facilitative mediation skills

**Saturday** 25th April: Facilitative mediation skills
Optional MII assessments will be scheduled on Saturday 8th, Sunday 9th and Saturday 15th May 2020 (Sunday 16th held in reserve) (Dates to be finally confirmed in Semester 2)
**Penny McRedmond** is a UK and US lawyer and certified mediator. She works as an independent researcher and writer, specifically in the field of human rights. She has extensive lecturing and training experience and is author of *Mediation Law* (2018).

Email: pmcredmo@tcd.ie

**Margaret Ramsey** is a practitioner member of the Mediators Institute of Ireland (the MII) with a particular interest and expertise in workplace mediation. She has a Masters in Mediation and Conflict Resolution from NUIM and many years senior management experience in HR.

**Frances Stephenson** has been an accredited MII Mediator since 2005 with experience of helping people in conflict situations in places of work, within families and with couples separating. Frances was one of the first Irish mediators trained in Elder Mediation with Canadian expert - Judy McCann-Beranger in 2010. Frances has a background in training and group facilitation in small, medium and large organisations.
EM7606

Theories and Processes of Conflict Resolution

Semester 2 (Jan-Feb 2020): Thursdays 7-10pm

This six-week module gives students an overview of a range of different approaches to conflict resolution in the context of international political conflicts. The predominant ‘liberal peacebuilding approach’ used by the international community since the 1990s is explored and critiqued. The importance of taking issue of gender or religious identity into account when trying to build peace is also considered.

Learning Outcomes

On successful completion of this module students should be able to:

- Understand the concept of peacebuilding and engage in critical discussion of international peacebuilding approaches
- Integrate analysis of gender and religious identities into approaches to building peace
- Gain critical knowledge of mediation processes in the international sphere
- Analyse the role of different ‘tracks’ in international conflict resolution
- Present persuasive written work with analytic arguments based on evidence, reading and reason

ECTS Value: 15
Assessment - a 3000-word essay on a conflict resolution topic.

Additional Material for the Module is on TCD Blackboard.

Module coordinator – Dr Gillian Wylie – wylieg@tcd.ie
EM7606 Theories and Processes of Conflict Resolution

Semester 2 (Jan-February 2020): Thursdays 7-10pm
Lecture Schedule

Week 1: 23 January: Module Introduction – International Peacebuilding GW
Week 2: 30 January: International Mediation IA
Week 3: 6 February: Religion and Peacebuilding CA
Week 4: 13 February: Comparative Peace Processes DJK
Week 5: 20 February: The EU as Peace Project GW
Week 6: 27 February: Gendered Peacebuilding GW

A sample of useful books available in TCD Library – other material will be posted on blackboard

Jeong, Ho-Won (1999) Conflict Resolution: Processes, Dynamics and Structure, Ashgate
This module focuses on introducing students to a broader spectrum of Alternative Dispute Resolution mechanisms, complementing and contrasting with the emphasis on mediation as an ADR mechanism in the CDRS programme. This module covers ADR theory with particular emphasis on Restorative Justice, Ombudsmanship and Arbitration.

Learning Outcomes:

On successful completion of this module students should be able to:

- Understand the theoretical bases of Alternative Dispute Resolution
- Discuss the advantages and disadvantages of a range of ADR approaches
- Identify the most appropriate ADR mechanism
- Acquire knowledge of Restorative Justice, Ombudsmanship and Arbitration
- Apply knowledge and skills acquired to present arguments for and against differing ADR mechanisms in specific contexts

ECTS Value: 5 credits

Additional Material will be available on blackboard.

Assessment is by way of submission of a Seminar Report

Module coordinator – Penny McRedmond – e-mail: pmcredmo@tcd.ie

Week 8: 12th March: ADR: An Overview  
Week 9: 19th March: Restorative Justice-Theory and Practice  
Week 10: 26th March: Restorative Justice-Theory and Practice  
Week 11: 2nd April: Arbitration and Ombudsmanship  
Week 12: 9th April: Seminar on ADR

PMcR
Penny McRedmond is a UK and US lawyer and certified mediator. She works as an independent researcher and writer, specifically in the field of human rights. She has extensive lecturing and training experience and is the author of Mediation Law, Bloomsbury, 2018. Email: pmcredmo@tcd.ie

Niamh Cunningham is an Organisational and Workplace Mediator and also a case worker for the Restorative Justice Service, mediating cases between Victims and Offenders. With a strong background in workplace conflict she has worked as an Industrial Relations Official and an Equality Officer representing both Public Service and Public Sector employees at both national and European level.

Useful material:

ADR


Ombudsman's Office in Ireland

Ombudsman Office in Ireland - https://www.ombudsman.ie/
The Children’s Ombudsman - https://www.oco.ie/

Restorative Justice

Irish Youth Justice Service http://www.iyjs.ie/en/IYJS/Pages/WP08000064

Arbitration

European Court of Arbitration
http://cour-europe-arbitrage.org/content.php?lang=en&delegation=1&id=1

Further suggested readings will be posted to blackboard or suggested by lecturers. A sample of useful books available in TCD Library


Davidson, F. (2012) Arbitration, W.Green publishers


A sample of electronic Journals available through TCD library

Arbitration