



Queen Margaret University
EDINBURGH

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Queen Margaret University
3	Professional body accreditation	N/a
4	Final Award	MSc
	Subsidiary exit awards	PG Cert, PG Dip
5	Programme Title	

12. Learning Outcomes of the Programme

On successful completion of the Masters degree, graduates will be able to:

A Knowledge and understanding

A1 Demonstrate a critical, in-depth knowledge of a chosen specialism within dispute resolution (Dissertation only)

A2 Critically debate, use and justify relevant theories, principles and concepts of dispute resolution

A3 Identify opportunities for making links between scholarship and dispute resolution practice

A4 Reflect on how effective dispute resolution contributes to the sustainability of organisations and wider society

B Practical and intellectual skills

B1 Plan and execute an empirical research project (Dissertation only)

B2 Critique and apply established methods of research and enquiry in order to interpret knowledge and advance theory and/or practice (Research Methods only)

B3 Demonstrate advanced practical skills dispute resolution and critically reflect on issues at the forefront of dispute resolution practice

B4 Critically analyse, evaluate and reflect upon current issues in dispute resolution within national and international domains

B5 Critically analyse, evaluate and compare a range of dispute resolution approaches and mechanisms

B6 Demonstrate application of dispute resolution knowledge to real world contexts

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|---|--|------------------------------|
| A | <u>Knowledge and understanding:</u> | Outcomes A2 through A4 above |
| B | <u>Practical and cognitive skills:</u> | Outcomes B2 through B6 above |
| C | <u>Transferable skills:</u> | Outcomes C1 through C5 above |

Postgraduate Certificate Learning Outcomes

On successful completion of the Certificate, learners will be able to demonstrate the following learning outcomes:

- | | | |
|---|--|------------------------------|
| A | <u>Knowledge and understanding:</u> | Outcomes A2 through A4 above |
| B | <u>Practical and cognitive skills:</u> | Outcomes B3 through B6 above |
| C | <u>Transferable skills:</u> | Outcomes C1 through C5 above |

13. Teaching and learning methods and strategies

Programme philosophy

We believe that dispute resolution is a complex, socially, culturally and organisationally contingent phenomenon that is best studied through a combination of theoretical, empirical and

develop students into critical, analytical and reflective lifelong learners, capable of challenging existing paradigms and continuing to develop themselves throughout their careers. The philosophy of the programme is to support existing dispute resolution professionals, and those wishing to develop careers in dispute resolution, by providing an opportunity to develop deep theoretical and practice-based insights into dispute resolution. This is facilitated through the creation of a collaborative culture of joint endeavour, learning and exchange between students themselves and between students and programme staff.

Learning and teaching strategy

Reflecting the notion of the individual placed at the centre of learning and congruent with both the level and philosophy of this postgraduate programme, the learning and teaching approaches afford participants the opportunity to take a high level of responsibility for their learning within a supportive framework. Emphasis is placed on strategies that enable critical, analytical and reflective ways of thinking, encourage interaction and the fostering of a community of learners, build on workplace experience and develop roles and career aspirations. Our learning, teaching and assessment strategy, therefore, is built around five main approaches:

- Critical analysis of theory and practice
- Building supportive online communities
- The development of reflective practice
- Active learning and application of theory to real world settings
- Individualised, relevant learning

Critical analysis of theory and practice

Critical analysis of the theory and practice of dispute resolution (and the links between these) is a core feature of the programme. Students on the programme will generally be professionals working in the dispute resolution sector, those seeking to work in that sector or individuals with a demonstrable interest in dispute resolution. Therefore, a strong feature of t

real world, professional and organisational contexts. This will help to ensure the relevance of the programme to a wide range of individuals. This will be done by using exercises, case studies and online discussions which encourage students to apply learning to their existing experiences or reflect on how such learning could be applied in the development of their careers. For example, modules inc

practice (see paragraph above). The Dissertation also offers a particular opportunity for students to understand how conceptual understandings of dispute resolution can be applied in real world settings.

Individualised, relevant learning

There is one optional element to the programme. This involves students choosing whether they wish to study Mediation Theory or Mediation Theory and Practice.

Those who opt in to study Mediation Theory and Practice will attend a four day campus based period of block teaching in addition to their online study.

There are no formal pre-requisites in the programme, although all new students are expected to complete the introductory module Fundamentals of Dispute Resolution on entry to the programme.

The PG Cert in Dispute Resolution

The PG Cert in Dispute Resolution will be achieved by successful completion of the equivalent of three 20 credit modules. Table 1 sets out how students may achieve the PgCert.

Table 1: PgCert in Dispute Resolution

<i>PgCert in Dispute Resolution</i>
Students must complete the following module: Fundamentals of Dispute Resolution
Plus any two of the following modules Complaints and Ombuds Techniques Mediation Theory or Mediation Theory and Practice Negotiation Communication in Dispute Settings

The PgDip in Dispute Resolution

The PG Dip in Dispute Resolution will be achieved by successful completion of six 20 credit

The process through which admissions will account for the needs of disabled students is described in QMU Disability Policy (QMU 2008). Support for disabled students will be provided in accordance with this policy and QMU regulations. Learning support will be organised through consultation with the Disability Co-ordinator for the Programme.

Credit for Previous Study

Regulations covering the accreditation of prior learning can be found in the Admissions and Registration section of the Governance and Regulations. At the discretion of the Programme Admissions Group, students admitted to programmes may be given credit for previous postgraduate study on an equivalent programme completed not more than five years previously. Credit may also be given for prior learning. Normally credit given will be specific rather than general, i.e. on a subject for subject basis, and must be Masters (M) level (SCQF 11). The marks

assessment mark. No more than half the credit for a QMU postgraduate award may be gained for study outside the institution. Credit may not be given for the Masters dissertation, which must be completed at QMU in order to gain the award of MSc. Case study 5 over the page provides an example of a possible learner experience.

Admission with Advanced Standing

QMU arrangements apply as set out in the Taught Programmes Framework (QMU 2013: 6.9.1 - 6.9.2).

Change of Study Programme

QMU arrangements apply as set out in the Taught Postgraduate Framework (QMU 2013: 6.10).

17. Support for students and their learning

The needs of a mixed cohort of mature, part-time, full time, recent graduates, and online students require a considered and flexible response. The postgraduate nature of the programme

fully appreciate the importance of a strong support structure particularly given that some of our prospective students will be mature and may not have recent experience of academia. The Programme Leader and Module Coordinators will ensure that students are informed of the support structure that is available and encourage them to use it.

Induction

There will be an induction for all students undertaking the programme. Students are particularly likely to require support in relation to the online aspects of the programme and the programme team reco

-portfolio, assignment briefings, managing your time as an online part-time student, academic scholarship, sourcing resources, groupwork online, community-building in conjunction with the CAP, the Effective Learning Service and the Library. Each module will build in time at the beginning to remind students about the ethos of the programme community- be reinforced through the Personal Academic Tutor system and a buddy-system as well in the community area itself.

Personal Academic Tutors

Students will be allocated a member of the programme team as Personal Academic Tutor (PAT) for ongoing academic support and to discuss any issues likely to affect academic progress. The responsibilities of the personal academic tutor and a buddy

