Programme Specification

Queen Margaret University

EDINBURGH

Where appropriate outcome statements have be 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**	MSc in Dispute Resolution
6	**UCAS code** (or other coding system if relevant)	
7	**SCQF Level**	11
8	**Mode of delivery and duration**	Online distance learning and blended learning. Part time. PG Cert: Minimum 1 year, maximum 4 years. PG Dip: Minimum 2 years, Maximum 5 years. MSc: Minimum 2.5 years, maximum 7 years. Full time: PG Cert; minimum 1 semester, maximum 1 year; PG Dip: minimum 1 year, maximum 3 years; MSc: minimum
9	**Date of validation/review**	20 May 2013; revised April 2017

10. Educational Aims of the programme

The programme aims to develop students' knowledge and ability critically to analyse the theory, research and practice of dispute resolution and to become engaged, reflective and self-aware lifelong learners, able to contribute to the sustainable development of dispute resolution activities in the UK and internationally.

11. Benchmark statements/professional and statutory body requirements covered by the programme

The programme aims are in line with:

- SCQF level descriptors – SCQF level 11 characteristics and guidance
http://www.scqf.org.uk/content/files/SCQF_Level_Descriptors_for_website_-_Feb_2010(2).pdf
- QAA (2010). *Master's degree characteristics*. Gloucester: The Quality Assurance Agency for Higher Education.
- QAA Scotland. 2013. *What is Mastersness?* [online]. Available at: http://www.enhancementthemes.ac.uk/docs/report/what-is-mastersness.pdf [Accessed 4 April 2014]
- QMU. 2012. *Quality, Learning, Teaching and Assessment Strategy* [online]. Available at: http://www.qmu.ac.uk/quality/documents/QELTA%20November%202012.pdf [Accessed 4 April 2014]
- QMU. 2013. *Taught Postgraduate Framework* [online]. Available at: http://www.qmu.ac.uk/quality/documents/Taught_Postgraduate_Framework.pdf [Accessed 4 April 2014]

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

C   Transferable skills

C1   Communicate effectively in various dispute resolution settings

C2   Contribute to the development of the dispute resolution sector, its institutions, processes and mechanisms, based on sound evidence and understanding of contextual issues

C3   Contribute to the enhancement of dispute resolution theory and/or practice through effective use of research and enquiry

C4   Engage in critical reflection to develop skills of self-appraisal and become self aware, life long learners

C5   Demonstrate independence, autonomy, leadership and accountability

Postgraduate Diploma Learning Outcomes

On successful completion of the Diploma, 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 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 practical insights. The programme's philosophy is grounded in an approach which seeks to 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 personal transferable skills appropriate for students' 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 the programme's learning and teaching approach will be to encourage the application of theoretical knowledge to

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 include a number of online discussions in which students will be encouraged to make links between dispute resolution theory and real world examples. By fostering an online community of students (see section directly below) and providing opportunities for continuous interaction between theory and practice, the programme will ensure that students emerge from the programme with a balanced range of professional, experiential and theoretical knowledge.

Building supportive online learning communities

Our approaches to learning and teaching are particularly well suited to online distance learning and blended learning. In addition, however, a key aspect of the programme will be to ensure that students feel supported and part of a wider community of learners. This will be particularly important in terms of student retention and ensuring that students feel supported both by academic staff and their fellow students. This will be done by seeking to build a sense of community within and across cohorts, spending time to ensure that students get to know each other online, participate in collaborative activities and clearly understand that contributing to a collaborative online culture is a key feature of the programme. As well as designing a range of activities within the programme to ensure that this aim is met, student café areas will be set up online, where students with particular interests can share experiences and discuss any issues. The importance of contribution to online discussions, online activities and online collaborative practices will also be ensured by linking these to activities to assessment patterns. For example, contributions to discussion boards are assessed at various points during the programme to ensure that students contribute and gain the benefit of engaging with fellow learners online. Our approach in this area will be informed specifically by the work of Garrison (2011) into communities of inquiry.

The development of reflective practice

An important aspect of our learning approach will be to encourage students to use reflection as an important mechanism through which they will consider, challenge and develop their theoretical and practice-related understanding of dispute resolution. The use of reflection as a learning strategy will form an element of continuity throughout the programme. As part of their inductions to the programme, students will be exposed to core models of reflective practice (e.g. Moon 2004). Reflection is embedded into the programme through the use of learning strategies which include exercises and discussions that encourage students to follow a self-consciously reflective approach to learning. The use of reflection as part of the programme's learning and teaching strategy is guided by a desire to ensure that students have the ability to become reflective professional practitioners by the end of the programme. This will involve ingraining a reflexive, open and self-critical approach into their future practice, allowing for continuous learning and development throughout their ongoing careers.

Active learning and application of theory to real world settings

For students who choose to undertake the campus based module (Mediation Theory and Practice), the approach will include more practical elements and involve active learning strategies. This will include role plays, peer learning and feedback, simulations and use of case studies to allow students to develop and practice advanced skills in relation to dispute resolution. These practical activities will be geared towards developing advanced professional aptitudes in order to ensure that learning at level 11 is achieved. The campus based module will complement theory covered in the online modules and involve the application of theoretical concepts and understandings to a range of simulated scenarios. A further defining feature of the campus based module will be its emphasis on rigorous and critical self, peer and expert evaluation of advanced dispute resolution practices. The assessment for this module will seek to ensure, using a reflective approach, that appropriate links are made between theory and practice in order to ensure that students develop full and rounded insights into dispute resolution. This will build on the work done throughout the programme in ensuring that theoretical knowledge is linked to

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

The unique individual contributions of learners to the learning situation are seen as an important learning resource. The sharing of knowledge by participants from their diverse perspectives throughout the programme aims to focus and extend experience and understanding of dispute resolution and of postgraduate level study. Some of the modules are particularly geared towards allowing students to tailor their learning to their interests, their professional roles or their future career aspirations. For example, the Research Methods and Dissertation modules will allow students to select and investigate in detail an area of dispute resolution that is of particular interest to them

Online learning

In developing the programme and in designing online modules we have made reference to the QAA's Quality Enhancement in E-Learning Special Interest Group's *Toolkit for Harnessing Quality Assurance Processes for Technology Enhanced Learning* (QAA 2011). We have also referred to the University of York's *Framework for Assuring Quality in Distance Learning* (University of York 2013), the Californian State University rubric for online learning (California State University 2009), BlackBoard's online guide for exemplary courses (Blackboard 2012) and the Australian Learning Design Framework (Commonwealth of Australia 2010). We will continue to refer to these throughout the development of learning materials and as the programme develops and is reviewed.

14. Assessment strategies

Assessment strategies are designed to encourage the integration and synthesis of theory with practice, to enable the development of transferable skills, to ensure the rigour of academic thinking and also to promote the achievement of the student's personal and professional goals. In line with the programme philosophy of developing students into confident life long learners, a range of strategies are used to ensure a variety of assessment in support of personal growth and professional development. Assessment will be personally and academically challenging and will facilitate the application of critical analysis, reflective skills and practical skills.

Most of the modules will include two components of assessment, allowing for a greater range of intellectual, knowledge based, practical and transferable competencies to be assessed. A summary of the assessments used in each module is provided in table 1 below:

Table 1: Summary of Assessment Approaches Across Modules

Module	Credits	Assessment
Fundamentals of Dispute Resolution	20	Contributions to online discussions (30%) 4,000 word essay (70%)
Complaint and Ombuds Techniques	20	Contribution to online discussions (30%) 4,000 word essay (70%)
Negotiation	20	2,500 word essay (50%) 2,500 word case study analysis (50%)
Mediation Theory	20	3,000 word critical essay (60%) 2,00 word critical essay (40%)
Mediation Theory and Practice	20	3,000 word essay (60%) Practice observation (40%)
Communication in Dispute Settings	20	3,000 word project (50%)

		Contributions to online discussions (50%)
Research Methods	20	Contribution to online discussions (30%) 4,000 word research proposal (70%)
Dissertation	60	15,000 word dissertation (100%)

Masters students will be given guidance and feedback on their dissertation through the supervisory process. Supervision and assessment will comply with University policies (see QMU 2013 for full details). The assessment process defines the nature of postgraduate study and is articulated through appropriate marking criteria.

All students will be given information about assessments at the beginning of each module, which will include full assessment specifications, due dates, criteria and details of feedback processes. Programme and module handbooks and assessment specifications are made available to students routinely at the beginning of each session/semester.

15. **Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)**

There are three exit points for this programme: PG Cert, PG Dip and MSc.

There are three exit points for this programme: PgCert, PgDip and MSc.

Overall programme structure

Figure 3, over the page, shows the overall programme structure. All modules are worth 20 credit points at SCQF level 11, except the dissertation which is worth 60 credits. All modules are entirely online with the exception of Mediation Theory and Practice, which involves four days of campus based block teaching.

Fundamentals of Dispute Resolution (20 credits)
Complaints and Ombuds Techniques (20 credits)
Mediation Theory (20 credits) or Mediation Theory and Practice (20 credits) *
Negotiation (20 credits)
Communication in Dispute Settings (20 credits)
Research Methods (20 credits)
Dissertation (60 credits)

Figure 3: overall programme structure

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

PgCert in Dispute Resolution
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 modules (a total of 120 credits at SCQF 11). Table 2 sets how students may achieve the PgDip structure.

Table 2: PgDip in Dispute Resolution

PgDip in Dispute Resolution
Students must undertake all the following modules: • Fundamentals of Dispute Resolution • Complaints and Ombuds Techniques • Negotiation • Communication in Dispute Settings • Research Methods Students must one of the following options: • Mediation Theory • Mediation Theory and Practice

The MSc in Dispute Resolution

Students must have completed all taught modules before progressing to the MSc in Dispute Resolution. The MSc in Dispute Resolution will be achieved by successful completion of 120 credits of the taught modules plus a dissertation worth 60 credits at masters level. The MSc equates to 180 credits at SCQF 11. The structure of the MSc is set out in Table 3.

Table 3: MSc in Dispute Resolution

MSc in Dispute Resolution
Students must complete the following module: • Dissertation (60 credits)

The dissertation is designed to build on the taught modules in the programme and allow students to undertake a substantial piece of theoretical or empirical research. This pushes students to develop greater autonomy and leadership in the development of their learning journeys and allows them to gain deeper insights into an area of particular specialism which they wish to develop.

A note on the programme modules

Core introductory module
The programme has a core introductory module (*Fundamentals of Dispute Resolution*), which students must complete when entering the programme.

Online modules
Most of the modules on the programme (with the exception of *Mediation Theory and Practice*) are available by online distance learning. Given that this is the case, these modules will make full use of QMU's Blackboard Virtual Learning Environment (the Hub). We discuss online distance learning further in section 7 below.

Campus module
One module is available in a campus-based format. This module involves four days of block learning at QMU's campus and, is preceded by online learning. The *Mediation Theory and Practice* module will run in semester 2.

Registration as a mediator

The Mediation Theory and Practice module has been designed to meet the minimum "initial training requirements" for mediators set out by Scottish Mediation (SM). This is the professional body for mediators in Scotland and it sets out standards that mediators must meet in order to be included on the Scottish Mediation Register. While the Mediation Theory and Practice module will provide students with the skills and knowledge required to begin developing a career in mediation, they will not make them a "registered mediator". For inclusion onto the Scottish Mediation Register, for example, students need to be able to demonstrate, amongst other things, that they have conducted 2 mediations or no less than six hours of mediation in the last 12 months. More details about Scottish Mediation is available here: http://www.scottishmediation.org.uk/.

The programme team will be happy to provide you with advice on pursuing a career in mediation following the course and on ways to gain experience of mediation in order to allow registration with a professional body.

16. **Criteria for admission**

   The standard precepts of the University Admissions Regulations apply to this programme (see http://www.qmu.ac.uk/quality/gr/default.htm for full details). However, there are programme specific criteria as shown below.

   To be admitted to the PG Cert, PG Dip or MSc, the applicant must normally hold:
   - a degree plus a demonstrable interest in dispute resolution.

   International students, whose first language is not English, must provide evidence of English language proficiency – IELTS 6.5 or equivalent with no score less than 6.0.

   In line with the university policy of seeking to offer opportunities to candidates regardless of their personal background and level of educational attainment, the programme team will promote entry to the programme for all students. Practically this means that the programme team will consider admitting:

   - Candidates who have no formal degree level qualification but can demonstrate substantial relevant professional experience.

   Such applications for non standard entry will be assessed by the Programme Admissions Group to ensure consistency of decision-making. The applicant will be required to provide a statement demonstrating relevant professional experience and graduate level attributes. In addition, an interview with the applicant will be arranged in order to gather evidence. Entry will be based on the following criteria:

   - Evidence of significant professional experience;
   - Evidence of graduate level attributes;
   - Evidence of motivation to study at Masters level; *and*
   - Supporting references.

   Applicants who apply for non standard entry will be admitted initially as an Associate Student and be required to complete successfully the *Fundamentals of Dispute Resolution* module before transferring to the full programme. Case study 4 below provides an example of a possible non standard entry learner's experience. Access to a laptop/computer, internet connection, webcam, microphone and speakers are part of the criteria for entry to the programme. All applicants will be interviewed.

   Equal Opportunities

   QMU is fully committed to the provision of equality of opportunity within the admissions criteria specified and reject any form of negative discrimination (QMU 2013: 5.2)

   Applications from all students will be assessed on the basis of academic suitability for the programme in question. Discussions about the support requirements of students will be separate from that consideration.

   In full cognisance of the need to ensure the curriculum is as accessible as possible, the programme will adhere to the precepts and procedures in relation to admission and support of disabled students as set out in the Taught Postgraduate Framework (QMU 2013: 5.3) and in line with the principles of Teachability (Strathclyde University 2005).

   Students with disability will be offered a learning experience equivalent to the learning experiences of other students. If questions exist regarding the suitability of the programme for people with disability, they will be offered the opportunity to discuss in full the specific support or facilities required, in consultation with the University Disability Advisor (who is located within Student Services) and the programme's disability co-ordinator.

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 or grades achieved in these earlier modules will not normally contribute towards a student's final 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 graudates, and online students require a considered and flexible response. The postgraduate nature of the programme demands that the student's work is predominantly independent. The programme team, however, 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 recognises that online distance learning programmes are particularly prone to high rates of student attrition. This mode of learning may be new and unfamiliar to students and, therefore, substantial effort will be expended to ensure students feel comfortable in the online environment from the start. The Programme Leader and/or members of the Programme Team will provide a one-on-one induction to new students to discuss the programme, familiarise them with the online environment and introduce them to the variety of e-learning resources available to them. In addition the first weeks of the programme will involve exercises and online tasks designed to bond students into an online learning community and help ensure they are able to make the most of online resources. We will be particularly focusing on self-regulation, motivation, time management, emotional intelligence for team working and students' perceptions about learning online. All students will also have personal contact with their Personal Academic Tutor on entry to the programme. Contact with the Programme Leader and PAT on entry to the programme will be by phone or Skype/Adobe Connect.

Thereafter, we take a longitudinal approach to induction supporting students throughout their programme in the most timely and appropriate ways. We will be adapting the QMU Longitudinal Induction Toolbox (QUILT) (QMU 2014) to provide special interactive sessions covering issues

such as: studying at master's level, reflective practice, use of e-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-based online learning at master's level. This will 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 are set out in the QMU Taught Postgraduate Framework (QMU 2013: 7.6). The proactive role of the PAT will ensure that students remain connected to their programme of study and maintain motivation. Students will also be paired into buddy groups, so that the support of academic staff will be complemented by peer support. In addition, the interactive nature of online learning will impel engagement and make any loss of engagement obvious to the relevant academic staff member. Students may also consult module coordinators about specific modules. Students undertaking the *Dispute Resolution Project* and *Dissertation* modules will be allocated an academic supervisor.

Disabled students

As noted above, learning support for disabled students will be addressed in accordance with the Taught Postgraduate Framework (QMU 2013). Prior to and following admission, students with disabilities will be supported by the programme Academic Disabled Student Coordinator who will ensure that all reasonable adjustments are put in place to support the student on all aspects of the programme. The coordinator will provide information on the support available and will monitor the effectiveness of support mechanisms for the duration of the course. Wide use is made of learning technologies such as the virtual learning environment in order to maximise the accessibility of the teaching, learning and assessment materials.

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: http://www.qmu.ac.uk/quality/

REFERENCES

BLACKBOARD. 2012. Blackboard Exemplary Course Program Rubric [online]. Available at: http://www.blackboard.com/getdoc/7deaf501-4674-41b9-b2f2-554441ba099b/2012-Blackboard-Exemplary-Course-Rubric.aspx [Accessed 15 April 2014]

BLACKBOARD. 2014. Commitment to Accessibility [online]. Available at: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx [Accessed 15 April 2014]

CALIFORNIA STATE UNIVERISTY. 2009. Rubric for Online Instruction [online]. Available at: http://www.csuchico.edu/roi/documents/rubricpdf [Accessed 15 April 2014]

COMMONWEALTH OF AUSTRALIA. 2010. Learning Design Framework [online]. Available at: http://ldt.eworks.edu.au/PartA/S13_1.aspx [Accessed 15 April 2014]

MOON, J., 2004. *A handbook of reflective and experiential learning: Theory and practice*. London: RoutledgeFalmer.

UNIVERSITY OF STRATHCLYDE. 2005. *Teachability Website* [online]. Available at: http://www.teachability.strath.ac.uk/ [Accessed 4 April 2014]

QAA (2010). Master's degree characteristics. Gloucester: The Quality Assurance Agency for Higher Education.

QAA. 2011. *A Toolkit for Harnessing Quality Assurance Processes for Technology Enhanced Learning* [online]. Available: http://qaqe-sig.net/wp-content/uploads/2011/03/Toolkit_version_2011_9_3.pdf [Accessed 4 April 2014]

QAA Scotland. 2013. *What is Mastersness?* [online]. Available at: http://www.enhancementthemes.ac.uk/docs/report/what-is-mastersness.pdf [Accessed 4 April 2014]

QMU. 2008. *Disability Policy* [online]. Available at: http://www.qmu.ac.uk/prospective_students/student_services/disability.htm [Accessed 4 April 2014]

QMU. 2012. *Quality, Learning, Teaching and Assessment Strategy* [online]. Available at: http://www.qmu.ac.uk/quality/documents/QELTA%20November%202012.pdf [Accessed 4 April 2014]

QMU. 2013. *Taught Postgraduate Framework* [online]. Available at: http://www.qmu.ac.uk/quality/documents/Taught_Postgraduate_Framework.pdf [Accessed 4 April 2014]

QMU. 2014a. Longitudinal Induction Toolbox [online]. Available at: http://intranet.qmu.ac.uk/sites/cap/LongInduct/default.aspx [Accessed 15 April 2014 – only available to QMU staff]