UNIVERSITY of BRADFORD

Faculty of Management, Law and Social Sciences

Programme Specification

Programme title: MA Peace, Conflict and Development

Academic Year:	2018/19
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] MA Peace, Conflict and Development Postgraduate Diploma Peace, Conflict and Development Postgraduate Certificate Peace, Conflict and Development
Programme accredited by (if appropriate):	
Programme duration:	1 year full time Or 15 months with internship/placement 2 years part time OR 27 months with internship/placement
QAA Subject benchmark statement(s):	n/a
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	Phase 1 approval November 2016 Phase 2 approved April 2018

Introduction

Research since the late 1990s has shown that inter-relationships between peace, conflict and development are much more complex and important than many previously realised. For example, development processes and programmes can increase as well as decrease risks of violence and conflict. Poverty alleviation often depends on improvements in security and access to justice, and vice versa. These inter-relationships have become a major area for international, national and local policy and practitioner communities concerned with fragile or insecure regions, countries and localities across the world. These key themes are important across many sectors including sustainable development, conflict-prevention and peace-building; post-conflict recovery; humanitarian aid, environmental protection; natural resource management and good governance.

The MA Peace, Conflict and Development is offered by the internationally recognised Division of Peace Studies and International Development, drawing on over 40 years of experience as a leading centre of peace and development research. Indeed, the Division made major contributions to international understanding and policy development relating to the nexus between peace, conflict, security, development and governance.

Students on this programme will develop advanced knowledge and understanding of the inter-relationships between peace, conflict, development, security, and governance in developing, fragile, transitional and/or conflict affected regions and countries. Students will critically examine the range of international policy and programming approaches developed to engage with these inter-relationships. By this means students will achieve an advanced understanding of contemporary research, policy and practice on peace-conflict-security-development nexus issues.

The curriculum has been carefully designed to ensure coherence and progression through the programme of study.

The first semester provides an advanced understanding in two core areas. First, skills for advanced conflict research and analysis enable students to develop advanced understanding of the contexts and conditions of violent conflict at different scales. Second, an investigation of the contemporary state of the theoretical and policy literature focused on the nexus between conflict, security and development and associated issues of sustainability and governance – particularly in fragile or conflict affected settings. The provision of an elective allows further specialisation in relation to a number of key areas, including dynamics of politics and security in Africa; contemporary security challenges; sustainable development, development theory, international relations, governance for development, designing and assessing conflict intervention, project planning and design, and economic growth and development,

Semester 2 offers opportunities to deepen knowledge of particular contexts, themes or policies relating to peace, conflict and development and their inter-relationships, building directly on the previous core modules. One core focus is on developing understanding and lessons from experience of peace, conflict and development issues relating to (mis-)management and governance of natural resources (such as land, water, forests, coasts, minerals) in developing, fragile or conflict–affected regions. In addition, students can then develop their knowledge by choosing two options from a range of modules. For example, specialist regional understanding can be developed through engagement with either the module on Middle East Politics and Security Dynamics or the Africa Study Visit. Thematic knowledge may be developed through study of gender, conflict and development; transnational security challenges; natural resource governance; political violence and terrorism; international environmental governance; or urban challenges and sustainable cities, while familiarity with skills and competencies associated with contemporary policy paradigms may be gained through participation in the modules Assessing Development Needs and Outcomes, or Peacekeeping and Peacebuilding.

Every student will participate in at least two intensive laboratory workshops or 'immersion days' on key cross-cutting thematic issues and these are incorporated into the core modules for the programme.

After completing the taught modules, students then undertake a substantial Dissertation project on a subject of their choice (relating to the Programme's aims and learning objectives). This involves research and analysis, and preparation of a Dissertation of up to 15,000 words. This is a major opportunity not only to research and prepare a substantial scholarly analysis of a specialist area in which the student is particularly interested, but also to demonstrate an advanced understanding of

relevant policy and practitioner agendas and debates to increase the value of the Masters degree to pursue relevant careers.

The academic modules for this programme include a range of innovative approaches to teaching, learning and assessment, to enable students to actively engage with the key concepts and syllabus and to develop not only their academic knowledge and understanding but also their skills and experience for the worlds of policy, practice and employment. There are opportunities to take specialist pathways, including thematic specialisms such as those indicated above, and also specialising in selected regions (e.g. Africa, Middle East), with opportunities for selected study visits. This includes the high profile Africa Study Visit to an African country recovering from conflict (which can be taken as an assessed element of the programme) or other further voluntary study visits to Northern Ireland, Hiroshima or to major locations of International Organisations, such as The Hague or Brussels as well as London. Students have opportunities to participate in an extended 'crisis response game' or the international 'Model United Nations' simulation game.

(Note that there may be an extra charge to students participating in some of these activities, but there may also be scholarship funding available on application to help with the costs.)

Students further benefit from studying at a major international centre for research and engagement with policy and practitioner communities working in the areas of peace, conflict and development studies, providing many opportunities for interested students to participate or observe regular workshops, international conferences, research seminars, and engagements in or near Bradford with relevant NGOs, community organisations, governmental and international agencies, and with UK and other foreign and development agencies and police, military or justice services.

A part time route for this Programme, both with or without internship, is available on application. The Division has an excellent track record of integrating part-time students into this and its other programmes. Part-time students will be able to join with programme activities of interest to them, and to discuss their learning trajectory with the academic programme team at key points, and when requested.

The programme will equip students with advanced understanding and skills for work for example in national and local government; global governance institutions; research institutes; international, national and local development agencies; environmental advocacy and policy work; private sector strategy and governance for sustainability; and NGOs.

15 month programme:

There is an option to select either a 12 or 15 month Masters programme. Students normally register initially for the 12 month programme, but may transfer to the 15 month programme anytime up to the middle of Semester 2 (specific deadline dates are provided in the Programme Handbook each year). The 15 month option provides students with further opportunities for developing professional experience and practical skills during their Masters programme by undertaking a voluntary placement or internship in a relevant organisation for a period of up to three months. This internship or placement normally starts shortly after the end of Semester 2. After the internship is completed, students taking this 15 month option return to the University to proceed with researching and preparing their Masters dissertation, with the same requirements and academic supervision as for students on the 12 month programme, except that the dissertation submission date is extended by approximately three months (actual submission dates are specified annually in the Programme Handbook) as appropriate for a 15 month programme.

Both the 12 and 15 month Masters programme options provide excellent opportunities for engaging with the spheres of policy and practice as well as with academic studies. However, the 15 month option provides further enhanced opportunities for integrating practitioner community engagement (such as internship experience) with their academic studies. This element of the 15 month programme is student-centred and student-led, and thus the initiative for identifying and applying for internships is driven by the students. Academic staff on the programme team can facilitate and support such searches for suitable placements with leads and suggestions, help with the writing of applications, and provide supporting letters of reference. They provide customised preparatory training before students who choose the 15 month option, and mentoring support as useful during the period of the placement or internship.

Students who transfer to the 15 month programme will be charged an additional tuition fee, reflecting this additional support.

Programme Aims

The programme is intended to enable students to develop an advanced knowledge and understanding of peace, conflict and development issues and their inter-relationships and to become informed and skilful analysts and practitioners who can

- Conduct effective analysis and research into the interrelationships between various dimensions of peace, conflict and development, in a range of contexts and settings.

- Analyse and design ethical and constructive responses to particular peace, conflict and development problems and situations, with awareness of the potential and limitations of different strategies and policies.

- Select and employ relevant strategies and techniques for constructive engagement with issues of peace, conflict and development, and their inter-relationships.

- Reflect critically on their own practice and on international "best practice" with reference to critical academic and practitioner perspectives on the theory and practice of peacebuilding and development, supporting continuous professional development in peace and development related roles.

Programme Learning Outcomes

To be eligible for the award of Postgraduate Certificate at FHEQ level 7, students will be able to:

LO1 Distinguish and critically evaluate key threshold concepts, theories and approaches in the social sciences and humanities pertaining to peace, conflict and development.

LO2 Apply relevant concepts, theories and approaches to recent and contemporary challenges of inter-relationships between peace, conflict, governance, security, environment and sustainable development, in a reflexive and reflective manner.

LO3 Identify and critically assess the ideas, practices and conditions that influence long-term initiatives to address legacies of violent social conflict and build sustainable peace.

LO4 Make a detailed, rigorous and original critique of current research and scholarship at the forefront of the discipline in the specialist area of the nexus

between peace, conflict, security and development focusing on key characteristics and complexity of inter-relationships between key concepts, and with particular attention to fragile or conflict affected contexts.

LO5 Identify, design and apply appropriate research methods and strategies for specific purposes and applications demonstrating a comprehensive, critical and reflective understanding of relevant techniques in the field.

LO6 Apply, at an advanced critical level, selected methodologies that are widely used by policy and practitioner communities.

Additionally, to be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will be able to:

LO7 Synthesise complex information from a range of sources and on a range of issues related to peace, conflict, security and development, and particularly to their complex interrelationships, in order to develop new theoretical approaches and practical solutions.

LO8 Develop a critical, ethical and reflective approach to implementing practice or policy-based interventions and understanding and assessing their applications in different cultural, geographic and socio-economic contexts.

LO9 Apply originality and creative problem-solving in dealing with complex problems of peace, conflict, security and development, and their interactions in fragile and conflict affected contexts, in order to generate new approaches and insights with practical applications in the real world.

LO10 Plan and execute a range of assignments, including essays, research-based reports, reflective pieces, and presentations, showing awareness of the different demands they place on the author and diverse potential audiences

LO11 Use initiative in self-directed learning, identify challenging and original objects of inquiry, and construct arguments that challenge existing knowledge paradigms.

LO12 Confidently use critical, reflective methods to support deep learning in relation to collaborative experiences.

Additionally, to be eligible for the award of Degree of Master at FHEQ level 7, students will be able to:

LO13 Design and carry out, with appropriate ethical approval, an original and self-directed research project presented in a dissertation, including a comprehensive and critical literature review.

LO14 Exercise initiative and personal responsibility in completion of an advanced, original and self-directed dissertation project, using critical reflective communication to deepen understanding of the learning process, with appropriate documentation.

LO15 Recognise and be able to reflect critically on one's own positionality, values and epistemological orientation in one's own academic work.

Curriculum

Postgraduate Certificate – students will study 60 credits including 40 credits of core modules plus 20 credits of optional/elective modules, as below:

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
7	Applied Conflict Research	Core	20	Sem 1	PES7036-B

FHEQ Level	Module Title	Core/Option/Elective	Credits	Study Period	Module Code
7	Security and Development in Fragile and Conflict Affected Areas	Core	20	Sem 1	PES7048-B
7	African Politics and Security Dynamics	Option	20	Sem 1	PES7035-B
7	OR Elective	Elective	20	Sem 1	-

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

Postgraduate Diploma – students will study 60 credits including 20 credits of core modules plus 40 credits of optional modules, as below:

FHEQ Level	Module Title	Core/Option/Elective	Credits	Study Period	Module Code
7	Natural Resource Governance	Core	20	Sem 2	PES7045-B
7	Gender Conflict and Development	Option	20	Sem 2	PES7041-B
7	Terrorism and Political Violence	Option	20	Sem 2	PES7053-B
7	Transnational Challenges: Problems and Responses	Option	20	Sem 2	PES7055-B
7	Middle East Politics and Security Dynamics	Option	20	Sem 2	PES7043-B
7	Assessing Development Needs and Outcomes	Option	20	Sem 2	DEV7036-B
7	International Environmental Governance	Option	20	Sem 2	PES7042-B
7	Peacekeeping and Peacebuilding	Option	20	Sem2	PES7046-B
7	Sustainable Cities	Option	20	Sem 2	PES7052-B
7	Africa Study Visit	Option	20	Sem 2	PES7034-B

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Degree of Master

FHEQ Level	Module Title	Core/Option/Elective	Credits	Study Period	Module Code
7	Dissertation	Core	60	Diss	PES7040-E

Students will be eligible for the award of Degree of Master if they have successfully completed at least 180 credits and achieved the award learning outcomes.

For those choosing the 15-month Full Time option or a Part Time route (on application) including voluntary placement/internship, the degree of master will be awarded on successful completion of a voluntary placement or internship of up to three months. Those on the 15-month Full Time route are expected to start the placement/internship shortly after the end of Semester 2, that is to undertake it during the summer period (semester 3). Those in the Part Time route are able to do this (on application) after they complete the 120 credits of taught programme.

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
7	Professional Experience	Core	0	Sem 3	PES7056-Z
7	Dissertation	Core	60	Diss	PES7040-E

The voluntary placement/internship is a work experience element of the programme. This normally takes the form of an internship in another organisation and can be either undertaken in the UK or abroad. Students often use their placement period and experience to inform and shape their dissertation.

Planning for the placement/internship starts several months in advance, usually in the first semester and at the latest by mid-Semester 2. The Division will provide information sessions. The process may involve several steps including:

- Identifying and searching for voluntary placement/internship opportunities;
- Preparing applications, covering letters, supporting letters of reference;
- Contacting relevant organisations, arranging for and agreeing specifics such as location, domain of work, start and end dates, focal point, terms of reference of placement and what the student is expected to do and the days and hours;
- Sorting out financial planning issues, visas, travel risk assessments and permissions;
- Discussing with the relevant contact person in the host organisation about aims and reviewing arrangement.

Students are required to complete a form detailing their proposed activities and receive permission from the Division before they are able to go on placement/internship. The Division provides relevant additional training to students and transfer to the 15 month option, to help to ensure a successful and safe placement/internship.

Upon completing the period of placement/internship, students return to the programme at the University of Bradford and need to submit a completion report satisfactorily summarising key learning points before they can formally continue work on their dissertation.

Learning and Teaching Strategy

The learning and teaching strategy for this programme emphasises the acquisition of academic skills, familiarity with contemporary policy and professional competencies related to peace and development work. The strategy provides a wide range of teaching and learning methods and opportunities in and across modules, including lectures and directed study, but also discussion of in-class and pre-class

student research findings; simulations, presentations and other methods of communicating arguments - within groups and to whole class audiences. A range of innovative approaches to teaching and learning are incorporated throughout the programme, enabling active study and analyses of important contemporary issues relating to peace, conflict and development and their inter-relationships, so that learning about theories develops closely with understandings about the application to real problems.

Employability and professionalism capabilities and attributes are developed through group and pair work, in and out of class, and experience with oral, written and other audio-visual presentations. In some modules, these skills are given a sharp focus, and self-reflection on skill development is an explicit learning outcome for the module.

Extensive optionality is provided within some modules, where students are supported to select their own projects, case-studies and topics within the overall syllabus. The dissertation project is also chosen (within the overall scope of Peace, Conflict and Development), designed and undertaken by each student, under academic supervision. Furthermore, during the first and second semesters of the programme, students will undertake at least two intensive laboratory workshops or 'immersion days' on key cross-cutting thematic issues including on: the roles and significance of gender; and the skills of using conflict analysis methods and conflict sensitivity guidelines for assessing and ensuring conflict sensitivity in fragile and conflict affected areas; These are incorporated into the core modules for the programme.

Peace Studies and International Development is a very dynamic division, within a diverse and active Faculty and wider University. It arranges numerous events and opportunities each semester beyond the taught modules to engage with not only academic but also policy and practitioner events and issues. These include invited speakers, seminars, workshops, activities and conferences, both off and on-campus.

(Please note that such off-campus learning activities may involve an extra cost to the student).

Assessment Strategy

The assessment strategy is based on principles of rigour, constructive alignment, diversity and inclusion. It employs a well-developed range of formative and summative assessments tasks which are designed to help students to develop and demonstrate their understandings and skills as set out in the learning outcomes for each module and for the Programme overall. Our overall strategy attempts to strike a balance between developing students' abilities to succeed in a balanced and diverse range of assessment tasks and to stretch beyond existing comfort zones on the one hand, and allowing them to play to their strengths on the other hand.

The formative assessment strategy includes monitoring learning throughout each semester using a range of class activities, tutorials and coursework, including reports, essays, reflective notes, literature reviews, oral or audio-visual presentations, and group and individual tasks; for which formative feedback is given. During the process of selection, refinement, research and drafting of the dissertation project, formative feedback and guidance will be provided by a personal supervisor, as well as by other members of academic staff on request. The dissertation module has been designed with a view to maximising students' engagement in a structured process of research, with formative feedback built in from the start.

Summative assessment is similarly through a variety of tasks, including essays, reports, policy briefs, case study analyses, oral and audio-visual presentations, and reflective notes. Each module is assessed by specified modes of assessment, as described in the relevant module descriptor. Some of the modules may be assessed through submission of a portfolio of work. A Portfolio is a specific set of assignments of varying types and lengths, including reports, essays, and written or oral project presentations.

While all of our assessment tasks will be designed with the aim of promoting an inclusive and accessible curriculum for all, we will, in co-ordination with the Disability Service, work with any individual students who might have additional access requirements to find solutions appropriate to their needs.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below

http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

All applicants are required to have an Honours degree at 2:2 or above (or equivalent) plus GCSE Grade 4 (old grade C) or above in English Language.

Also International students should have minimum IELTS 6.0 or above or equivalent.

Applications are welcome from students with non-standard qualifications or with significant relevant experience.

Recognition of Prior Learning

If applicants have prior certified learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1		