

Programme Specification

Programme title: MA Advanced Practice in Peacebuilding & Conflict Resolution

Academic Year:	2019/20
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 Advanced Practice in Peacebuilding and Conflict Resolution Postgraduate Diploma Advanced Practice in Peacebuilding and Conflict Resolution Postgraduate Certificate Advanced Practice in Peacebuilding and Conflict Resolution
Programme accredited by (if appropriate):	
Programme duration:	12 months full time 15 months full time with internship/placement 24 months part time 27 months part time with internship/placement
QAA Subject benchmark statement(s):	
Date last confirmed and/or minor modification approved by Faculty Board	April 2018; July 2019

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

The MA Advanced Practice in Peacebuilding and Conflict Resolution is offered by the internationally recognised Department of Peace Studies and International Development, drawing on over 45 years of experience as a leading centre of peace and conflict research, education and training. The programme will develop

students' understanding of the causes and dynamics of social conflict in a range of contexts, with a strong focus on case-study analysis. It will allow students to develop the knowledge, understanding and skills required to engage constructively with conflict, recognising the strengths and limitations of different approaches to intervention. Students will also consider critical questions surrounding and problematising efforts to build peace in different contexts, and in the light of contemporary trends, including converging environmental, economic and political developments. Through a diverse programme of study, including a significant applied, practical element, students will develop and demonstrate knowledge and recognised competencies essential to effective, ethically-aware practice within conflict resolution and peace practice - locally, nationally or internationally.

The curriculum has been carefully designed to ensure coherence and progression through the programme of study. The first semester includes two core areas of study. First, the module Applied Conflict Research develops both theoretical knowledge and professional skills for advanced analysis of the causes, dynamics and consequences of (violent) conflict. This module includes a significant case-study focus, to test what theories and concepts offer in the task of analysis. A second core module - Theories and Practices of Conflict Resolution - introduces some key approaches to conflict intervention - including negotiation and mediation - and how these have been theorised and applied. Again, there is a mix of theory, case-study analysis and practical skill development - in this case, developing skills associated with the design and delivery of processes for constructive conflict engagement. The provision of an elective allows further specialisation in relation to a number of key areas, including the module Studying Peace in a Changing World, Dynamics of Politics and Security in Africa; Security and Development in Fragile and Conflict Affected Areas, Discourses and Practices of Social-Ecological Resilience, as well as options from other programmes.

Semester 2 extends the practical, applied dimension of the programme in a third core module: Creative Practice in Conflict Engagement and Peacebuilding. This builds directly on the previous core modules, using knowledge about conflict analysis and conflict resolution, but focused more closely on the questions and choices practitioners face in their work with conflict, and thinking deeply about the qualities of ethical as well as effective engagement with conflict. Optional modules again afford opportunities to specialise in areas related both to conflict analysis or processes for addressing conflict and promoting social change. The Peacekeeping and Peacebuilding module will be relevant to many on this programme. 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: Movements for Social and Ecological Justice; Transnational Challenges - problems and responses; Gender, Conflict and Development; Natural Resource Governance, and others.

Every student will participate in at least two intensive laboratory workshops or 'immersion days' on key cross-cutting thematic issues including: the roles and significance of gender, and the skills of using guidelines for assessing and ensuring conflict sensitivity in fragile and conflict affected areas. These are incorporated into the core modules for the programme.

The programme culminates with research and preparation of a substantial dissertation project on a subject of the student's choice (relating to the Programme's aims and learning objectives). This involves project research and analysis, and preparation of a Dissertation of up to 15,000 words. This is a major opportunity for students not only to research and prepare a substantial scholarly analysis of a specialist area in which they are particularly interested, but also to

demonstrate an advanced understanding of relevant policy and practitioner agendas and debates to help them to use this Masters degree to pursue careers in their preferred areas.

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 to 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 – in the past these have included trips to Northern Ireland, Hiroshima or The Hague, as well as more local field trips.. (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 peacebuilding and conflict resolution, 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.

There is an option to select either a 12 or 15 month Masters programme. The latter provides further opportunities for developing professional experience and practical skills by undertaking a voluntary placement or internship in a relevant organisation for a period of up to three months. Relevant internships provide 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, while academic staff on the programme team will facilitate and support such searches for suitable placements with leads and suggestions, and help with the writing of applications, and provide supporting letters of reference.

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.

Programme Aims

The programme is intended to enable students to become very well-informed and skilful analysts and practitioners who can

- Conduct effective research into the causes and dynamics of social conflict, in a range of contexts and settings.
- Design ethical and constructive responses to particular conflict situations, with awareness of the potential and limitations of different strategies for conflict intervention.

- Select and employ relevant strategies and techniques for constructive engagement with conflict.
- Reflect critically on their own practice with reference to critical academic perspectives on the theory and practice of conflict resolution and peacebuilding, supporting continuous professional development in conflict and peace-related roles.

Programme Learning Outcomes

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

- LO1 Conduct systematic research into conflict situations and contexts, using relevant techniques and technologies to gather, evaluate and manage evidence, data and information from valid, appropriate sources, and using data and theory in the analysis of causal mechanisms, conflict dynamics and impacts within contemporary case-studies.
- LO2 Design situationally appropriate and ethical conflict engagement processes, making informed judgements about the validity and application of different methods for the peaceful management, resolution or transformation of social conflict, in relation to real-world cases.
- LO3 Identify and critically assess the ideas, practices and conditions that influence long-term initiatives to address legacies of social conflict and build sustainable peace.
- LO4 Collaborate effectively with others in the completion of appropriate academic tasks, recognising and managing social dynamics related to conflict resolution theory.
- LO5 Generate clear, concise and coherent communication in which style, scope and depth are appropriate to task, purpose and audience.

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

- LO6 Employ relevant competencies and strategies to engage constructively with conflict, in third-party and other appropriate roles.
- LO7 Identify and apply critical learning from past or current conflict intervention processes, and debates surrounding peace work internationally.
- LO8 Reflect critically on personal development as a practitioner in conflict resolution and peacebuilding, and cognate fields.
- LO9 Demonstrate initiative and independence in systematic academic inquiry, using relevant techniques and technologies to gather, evaluate and manage evidence, data and information from valid, appropriate sources.
- LO10 Plan and execute a range of assignments, including essays, reports and reflective pieces, in which style, scope and depth are appropriate to task, purpose, and audience.

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

- LO11 Design and carry out, with appropriate ethical approval, an original and self-directed capstone research project, including a comprehensive and critical literature review.
- LO12 Exercise initiative and personal responsibility in completion of an advanced, original and self-directed capstone project, using critical reflective communication to deepen understanding of the learning process, with appropriate documentation
- LO13 Recognise and be able to reflect critically on one's own positionality, values and epistemological orientation in one's own academic work.

Curriculum

FHEQ Level	Module Title	Core/Option/Elective	Credits	Study Period	Module Code
7	Applied Conflict Research	Core	20	Sem 1	PES7036-B
7	Theories and Practices of Conflict Resolution	Core	20	Sem 1	PES7064-B
7	African Politics and Security Dynamics	Option	20	Sem 1	PES7035-B
7	Studying Peace in a Changing World	Option	20	Sem 1	PES7051-B
7	Creative Practice in Conflict Engagement and Peacebuilding	Core	20	Sem 2	PES7063-B
7	Natural Resource Governance	Option	20	Sem 2	PES7045-B
7	Movements for Social and Ecological Justice	Option	20	Sem 2	PES7044-B
7	Environment, Trafficking and Crime; Transnational Issues and International Governance	Option	20	Sem 2	PES7062-B
7	Peacekeeping and Peacebuilding	Option	20	Sem 2	PES7046-B
7	Gender, Conflict and Development	Option	20	Sem 2	PES7041-B
7	Africa Study Visit	Option	20	Sem 2	PES7034-B
7	Terrorism and Political Violence	Option	20	Sem 2	PES7053-B
7	Sustainable Cities	Option	20	Sem 2	PES7052-B
7	Middle East Politics and Security Dynamics	Option	20	Sem 2	PES7043-B
7	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.

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 a voluntary placement/internship, the degree of master will be awarded on successful completion of a voluntary placement of up to three months. Those on the 15-month full time route are expected to do this 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 Professional Experience 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 normally 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 itself. 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 obtain permission from the Division before they are able to go on placement/internship.

Upon completing the period of placement/internship, students should come back on the programme and submit a completion report 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 active development of students' academic skills and professional competencies related to conflict resolution and peacebuilding. These have been designed with reference to professional competencies frameworks developed by professional agencies in the fields of humanitarian, peace and conflict work¹, and to negotiation, mediation and facilitation training guides. Successful completion of the Masters Degree will equip with the skills graduates need to begin a career in a range of roles related to conflict analysis, conflict resolution and peace-work.

Throughout the programme, students will be actively engaged in a diverse range of learning activities designed to develop their capacities for thoughtful analysis and reflective practice. These will include individual and group tasks that require students to apply theoretical concepts to real-world dynamics and scenarios, simulations, field trips and real-life briefs set by practitioners in our field. As such, the emphasis in timetabled teaching sessions will often be on active, problem-based learning activities, with students undertaking reading and other preparatory work beforehand. This 'flipped classroom' approach maximises opportunities for discussion and feedback, whilst using selected inputs – short lectures, readings, video, etc. – to both frame and deepen the learning experience.

Building on many and varied opportunities to engage with and learn from each other into the programme is integral to fostering an inclusive learning environment. Our approach to learning and teaching makes a conscious effort to encourage collaboration and honest dialogue and puts significant emphasis on the development of interpersonal and intercultural skills. Throughout, the curriculum is designed to encourage reflection on social relationships, and this includes the interpersonal level and the wider structures in which interpersonal dynamics are situated. Reflections on power, inequality and privilege that are central to conflict processes will open up difficult conversations about dynamics that can stand in the way of inclusion, while other parts of the curriculum explore the question of how constructive changes can be fostered and encouraged. Creating an inclusive and welcoming learning environment also involves appropriate design of the physical spaces in which we teach, and where possible, we will make a conscious effort to reflect our ethos in the set up and aesthetic design of teaching spaces. Our overall aim is to develop reflective practitioners who take a thoughtful approach to engaging with others, and our own practices as a teaching team seek to model and foster this ethos.

¹ For details, see <https://startnetwork.org/resources/all/all/all/all/21186>; <http://euhap.eu/>; https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/553163/Conflict-sept16.pdf.

Assessment Strategy

Our assessment strategy for this programme is based on principles of constructive alignment, diversity and inclusion. Assessment tasks are designed to help students both develop and demonstrate their skills as set out in the learning outcomes for the programme overall and for specific modules. Because these learning outcomes cover different aspects of learning – including the demonstration of academic knowledge, academic skills and professional-related competencies – assessment will be similarly varied, including some more traditional assignments (essay-type tasks) alongside more competency-based assessment. 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. For example, in Semester 1 personal tutorials are designed and timetabled to offer close support to the teaching and assessment students will experience on their modules. In Semester 2, students will continue to get formative feedback from their personal tutors as well as the teaching staff on particular modules. 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. Throughout, students will encounter a diversity of assessment tasks, with opportunities for choice on substantive content and presentation formats where appropriate. 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). Relevant professional or voluntary experience would be desirable.

Also for international students, a minimum IELTS at 6.0 or the equivalent.

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

Recognition of Prior Learning

If applicants have prior certificated 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	Module and curriculum changes	June 2019