



Programme Specification

Programme title: MA Peace, Resilience and Social Justice

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 Peace, Resilience and Social Justice Postgraduate Diploma Peace, Resilience and Social Justice Postgraduate Certificate Peace, Resilience and Social Justice
Programme accredited by (if appropriate):	
Programme duration:	1 year full time 15 months full time with placement/internship 2 years part time 27 months part time with placement/internship
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 programme in Peace, Resilience and Social Justice is for students who seek an advanced understanding of some the most significant contemporary trends shaping our world – a deepening environmental crisis, widening inequality and social division, increasing competition over key resources, and intractable violent conflict – and their implications for the study and pursuit of peace. The programme also critically examines how people are responding to these challenges in different

ways, from contentious collective action and political resistance, through to efforts to design and create more resilient, sustainable communities.

This MA Programme is offered by the internationally recognised Division of Peace Studies and International Development, drawing on over 45 years of experience as a leading centre of peace, conflict and social justice research, education and training. Academic staff in the division are actively engaged in research on the key issues and processes examined in this programme, and are also actively engaged with relevant social movements and associated policy and practitioner communities, the teaching is thus highly informed by both research and practice.

The programme takes a distinctive approach to study, with an emphasis on exploring the connections and relationships between different issues. This integrative, interdisciplinary approach is particularly appropriate and important for understanding the complexities of many contemporary issues concerning peace, resilience and social justice, and for thinking more clearly about the possibilities for social change. The programme enables students to examine in detail topics including: the implications of climate change for ideas about peace and social justice; the role of resource limits and land-grabbing in the promotion of conflict; the emergence of movements for indigenous rights and food sovereignty; the crisis of democratic institutions and the rise of political populism; and the increase in contentious collective action, in both the 'real' and 'virtual' realms. The meanings of key terms in the programme, including peace, resilience and social justice will be also examined critically.

The programme also has significant applied and practical dimensions, with opportunities to undertake independent research projects, case-study analysis, problem-solving exercises, and engagement with practitioners from relevant fields. As such, graduates will be able to demonstrate competence in a range of skills that are valued by civil society organisations, NGOs and political lobbyists, as well as developing a sound academic knowledge of current 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, it develops knowledge and understandings of debates about the nature and priorities for peace studies in a changing world: how do trends like climate change, rising inequality, or renewed political populism challenge or change our conceptions of peace, or what it means to build peace? How should peace research and associated fields of practice respond? Second, the programme examines the emergence of a systemic framework for understanding human and ecological relationships (social-ecological resilience thinking), what this contributes to our perspective on contemporary issues in peace and development studies, and how different discourses and practices of resilience are debated. The provision of an elective allows further specialisation in relation to a number of key areas, including options on dynamics of politics and security in Africa; contemporary security challenges; security and development in fragile and conflict affected areas; sustainable development, development theory or practice; applied conflict research; theories and practices of conflict resolution; or project planning and design.

In Semester 2, students build directly on the previous core modules, using knowledge relating to contemporary peace studies and socio-economic resilience to develop advanced knowledge and understanding of movements for social and ecological justice, at local, national and international levels. 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: transnational challenges; gender, conflict and development; 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 Creative Practice in Conflict Engagement; 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.

The programme culminates with research and preparation of a substantial Dissertation project on a subject of their 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 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 Africa Study Visit to a country recovering from conflict (which can be taken as an assessed element of the programme) or other further voluntary study visits – in the past we have organised trips to Northern Ireland, Hiroshima or to major locations of International Organisations, such as The Hague or Brussels as well as London. Students have also taken part in local field trips (for example, studying climate adaptation measures in communities affected by flooding), and can choose to participate in an extended 'crisis response 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, resilience and social justice, 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

This programme intends to enable students to develop advanced knowledge and understanding relating to the intersecting challenges of conflict, ecological crisis and inequality/injustice who can:

- gain and apply an advanced understanding of key concepts used by academics, policymakers, practitioners and activists as they attempt to respond to these challenges;
- critically examine the ways in which these concepts are employed in different contexts and to different ends;
- engage in dialogue with each other and with academics and practitioners in this field about their own values, assumptions and priorities, and their implications for research and practice;
- develop a range of skills that will enhance their capacity to make positive contributions to building peace, resilience and social justice in different settings;
- pursue a pathway tailored to individuals own interests and priorities within a coherent and stimulating programme of study.

Programme Learning Outcomes

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

- LO1 Identify and critically deploy key concepts, theories, trends and evidence relevant to the advanced study of peace and social justice in contemporary societies, at different scales and in different socio-cultural and ecological contexts.
- LO2 Systematically assess the dimensions of, and prospects for, social-ecological resilience in the context of dynamic social, political, economic and environmental trends.
- LO3 Evaluate initiatives to design, establish and govern more resilient, sustainable and socially just communities.
- LO4 Plan and execute a range of assignments, including essays, reports, presentations and reflective pieces, in which style, scope, depth and mode of communication 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:

- LO5 Explain and analyse efforts to define, challenge and transform social injustice at different levels and in a range of socio-cultural contexts, with particular emphasis on contemporary movements that are tackling the intersections of social (in)justice and ecological crisis.
- LO6 Synthesise complex information from a range of sources and on a range of issues related to Peace, Resilience and Social Justice, in order to develop new theoretical approaches and practical solutions.
- LO7 Employ relevant skills and strategies to encourage constructive collaboration in informal, voluntary and professional contexts.
- LO8 Develop a critical, ethical and reflective approach to practice, policy-based or activist interventions and understanding and assessing their implications in different cultural, geographic and socio-economic contexts.
- 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 Recognise and be able to reflect critically on their own positionality, values and epistemological orientation in their academic work.

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

- LO11 Design, carry out and communicate the results of an independent capstone project involving desk-based and/or action research, and/or the demonstration of advanced reflective practice in an appropriate and relevant real-world setting.

Curriculum

FHEQ Level	Module Title	Type	Credits	Study Period	Module Code
7	Studying Peace in a Changing World	Core	20	Sem 1	PES7051-B
7	Social-Ecological Resilience: Discourses and Practices	Core	20	Sem 1	PES7050-B
7	Applied Conflict Research	Option	20	Sem 1	PES7036-B
7	African Politics and Security Dynamics	Option	20	Sem 1	PES7035-B
7	Theories and Practices of Conflict Transformation	Option	20	Sem 1	PES7064-B
7	Movements for Social and Ecological Justice	Core	20	Sem 2	PES7044-B
7	Natural Resource Governance	Option	20	Sem 2	PES7045-B
7	Sustainable Cities	Option	20	Sem 2	PES7052-B

FHEQ Level	Module Title	Type	Credits	Study Period	Module Code
7	Creative Practice in Conflict Engagement and Peacebuilding	Option	20	Sem 2	PES7063-B
7	Gender, Conflict and Development	Option	20	Sem 2	PES7041-B
7	Assessing Development Practices Needs and Outcomes	Option	20	Sem 2	DEV7039-B
7	Middle East Politics and Security Dynamics	Option	20	Sem 2	PES7043-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	Africa Study Visit	Option	20	Sem 2	PES7034-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	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 get a sign off 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

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 – such as short lectures, readings, or video – to both frame and deepen the learning experience.

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. There will be an emphasis on practice, feedback and reflection throughout the programme, to support development up to the required level. Students will have choice in the form of cases chosen for study and assessment, and in the design and execution of their final capstone project.

In addition to student learning within modules, personal academic tutors will support individual students' academic development, helping them to analyse their learning needs, develop appropriate learning strategies and reflect on their progress.

Building 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 the relative (un)peacefulness of relationships, and this includes the interpersonal level and the wider structures in which interpersonal dynamics are situated. Reflections on power, inequality and privilege 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.

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, Resilience and Social Justice), 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 for this programme is based on principles of constructive alignment, diversity and inclusion. Assessment tasks are designed to help students develop and demonstrate their skills as set out in the learning outcomes for the programme overall and for specific modules. 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 Regulations which are available at the following link:

<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:

- Applicants should have an undergraduate qualification at 2:2 or above (or equivalent).
- Relevant professional or voluntary experience would be desirable.
- English language requirements: GCSE Grade 4 (old grade C) or above in English Language or for international students 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 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