

Conflict, Displacement and Human Security

Final award	<i>MA</i>
Intermediate awards available	<i>PGCert, PGDip</i>
UCAS code	N/A
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	N/A
Date specification last up-dated	December 2014

Programme content

The proposed programme offers an advanced and comprehensive understanding of the relationship between conflict, displacement and human insecurity. Distinctive features of the programme are its focus on conflict and displacement, its people-centred approach, and its emphasis on human security that combines both human rights and human development. The proposed programme approaches development as an important security strategy and considers displacement a measure of human security.

Conflict, displacement and human security

- adopts an inter-disciplinary approach to the study of the conflict, generalised violence and social inequality in contemporary global contexts
- examines the complex intersections of global, regional and local structures and their linkages to the changing character of conflict
- encourages independent critical approaches to contemporary theories of conflicts, human rights and human security
- examines global and local dimensions of conflict, displacement and development
- adopts people-centred approaches to security
- views displacement as a lived experience
- considers links between theoretical and applied/policy issues in conflict, displacement and development

Entry requirements

Applicants will normally have a first class or upper second-class honours degree in a cognate area of study or comparable professional/research experience. Under special circumstances applicants without a relevant first degree but with substantial professional experience may be considered. These candidates will be interviewed as part of the admission process.

Students that apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore, such applicants must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

Programme structure

The programme consists of two core taught modules, choice of two options and a dissertation.

Learning environment

The Programme is taught using a combination of methods and approaches to teaching and learning: lectures, workshops, seminars and tutorials. Classroom, face-to-face teaching is supported by the use of the UEL Plus virtual learning environment. In seminars, group work is encouraged.

Assessment

All assessment is by coursework: essays, reports, presentations, research proposal, and dissertation. All modules are assessed. The final award takes account of all modules marks.

Relevance to work/profession

The programme is especially relevant to employment in the fields of conflict management and resolution, humanitarian assistance and displacement, human rights and development initiatives. It has general relevance to non-governmental as well as government sector employment both in developing and developed countries.

Dissertation/project work

All modules give opportunities for group work. Dissertations provide the opportunity for focused independent research. Projects, including the dissertation, may draw extensively on work experience.

Added value

The programme equips students with key transferable skills. By the end of the programme students should have acquired:

- advanced critical and evaluative abilities;
- research management skills;
- capabilities to design and deliver substantial written reports;

- capabilities to design and execute social research projects;
- high levels of competence in library and bibliographical research;
- skills in data collection and analysis;
- enhanced abilities in verbal presentation;
- familiarity with means of dissemination and mobilising research findings;
- advanced abilities to collaborate in research groups and teams.

Your future career

The Programme prepares students for employment in the fields of development, humanitarian assistance, displacement and human rights, and specifically in conflict management and assistance, project development and implementation, human rights advocacy and practice. The programme also develops skills appropriate for further academic research in conflict, displacement, development and human rights fields, as well as in associated areas of social and political theory

How we support you

All students will benefit from work in small groups, from an active tutorial system, from training in research methods, and from access to a range of learning resources available at UEL, including a dedicated archive on refugee and displacement issues.

As the proposed Programme is fundamentally research-oriented, it engages students as producers of knowledge and active members of the research community. We support students to master critical thinking and assessment of complex and intersecting issues in relation to conflict, development and human security, ranging from critical analysis of social theory and concepts to developing critical assessment of relevant policies, as well as development and other interventions. We support students to work and learn independently, creatively, and systematically in order to acquire knowledge and develop analytical thinking. We support students to develop a demonstrable respect for evidence, research and scholarship as it relates to the specific case studies, regions or development and other interventions.

Bonus factors

All students will benefit from access to seminars, workshops and conferences organised by the Centre on Human Rights in Conflict, the Centre for Migration, Refugees and Belonging and other University-wide Centres and Groups.

They also benefit from access to the Refugee Archive at UEL.

As an optional extra, students may be involved in internships with local and international organisations and agencies working in the fields of displacement, conflict, conflict resolution, human rights, humanitarian assistance, and development.

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Develop a comprehensive understanding of the complex linkages between the changing character of conflict, increased human insecurity, generalised violence and social inequality in contemporary global contexts.
- Gain interdisciplinary knowledge with insights from sociology, anthropology, politics, international relations, development studies and legal theory. It includes specialist options on forced displacement, international development, human rights and environmental politics.
- Adopt a people-centred perspective, examining circumstances associated with contemporary conflicts, displacement and development. With its focus on human security that combines both human rights and human development, the Programme puts emphasis on the security of individuals and communities.
- Consider the theoretical and practical aspects of the security-development nexus within contemporary conflict and post-conflict contexts in Africa, Asia, the Middle East, Latin America, and Europe. By approaching development as an important security strategy, the Programme considers displacement a measure of human security.
- Examine the intersections of conflict, displacement and development and their global, regional and local underpinnings. The programme looks at global and local causes of the changing nature of violence since the last decade of the 20th century and considers its outcomes and implications for local populations and wider communities. It critically assesses the approaches of governments, inter-governmental organisations, and humanitarian and development agencies.
- Develop independent critical approaches to global concerns arising from the changing nature of violence and conflict, exacerbated by the emergence of global ‘terrorism’ and its consequences.
- Understand climate change and its effects on patterns of human mobility, conflict over scarce resources, and challenges to emergencies and development interventions.

What will you learn?

Knowledge

- develop an understanding of the causes and consequences of the changing nature of conflict and violence within global social changes;
- understand the consequences of conflict and displacement, and their relation to development;
- appreciate the impact of relations of social inequality and gender relations upon conflict, conflict resolution and post-conflict reconstruction;
- understand the legal framework for the protection of human rights in contemporary armed conflict as well as the socio-political context in which peace building activities and accountability processes take place;
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- critically evaluate the impact of global environmental changes on conflict and human security, and political responses to these transformations
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- understand causes and consequences of displacement and its impact upon the wider community, conflict management and conflict resolution;
 - understand relationships between theory and strategy/policy-making in relation to displacement and refugee issues;

- understand key approaches to research with vulnerable communities and on sensitive topics.

Thinking skills

- analyse key issues and debates;
- formulate strategies for problem solving;
- select and apply theories and methodologies to specific areas of study;
- formulate relevant research questions;
- interpret research findings;
- reflect on and critique research and policy.

Subject-Based Practical skills

- develop advanced skills in interdisciplinary and comparative work;
- develop advanced skills in use of libraries and archives;
- develop skills in social research;
- interpret quantitative and qualitative data;
- develop abilities to relate theory and strategy/policy-making.

Skills for life and work (general skills)

- develop abilities to articulate complex ideas;
- develop analytical and writing skills to an advanced level;
- develop verbal skills to an advanced level;
- develop abilities in collaborative work to an advanced level;

- develop advanced skills in independent research

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme

4 equivalent in standard to the first year of a full-time undergraduate degree programme

5 equivalent in standard to the second year of a full-time undergraduate degree programme

6 equivalent in standard to the third year of a full-time undergraduate degree programme

7 equivalent in standard to a Masters degree

Credit rating

The overall credit rating of 180 for the Master of Arts degree; 120 for the PG Diploma, and 60 for the PG Certificate

Typical duration

The typical duration of this programme is one year full-time and two years part-time. The programme has both a September and a February starts. For full-time students starting the programme in February, the typical duration of the programme is sixteen months. For part-time students starting the programme in February, the typical duration of the programme is twenty-eight months.

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

How the teaching year is divided

In line with the University Academic Framework, the teaching year is divided into two taught semesters of roughly equal length (A and B) plus a summer semester (C). A typical full-time student will study two 30 credit modules per semester on two evenings each week. A typical part-time student will study one 30 credit module per semester on one evening each week. The dissertation module is conducted under the individual supervision of a member of staff.

What you will study when

The following are the core and optional requirements for this programme:

Level	Module Title	Code	Credit	Status
7	Conflict, Displacement and Human Security	AI7401	30	Core
7	Qualitative Research Methods (Social Sciences)	AI7204	30	Core
7	Dissertation	AI7400	60	Core
7	Introduction to Forced Migration	AI7403	30	Option
7	Development in the International Context	AI7201	30	Option
7	Current Issues in Forced Migration	AI7402	30	Option
7	Global Environmental Politics	AI7405	30	Option
7	War and Human Rights	LA7013	30	Option

Programme Structure

	Year 1	1	1	Year 2	2	2	Year 3
	Sem A	Sem B	Sem C	Sem A	Sem B	Sem C	Sem A
Full-Time Starting in September	Core Module + Option	Core Module + Option	Dissertation				
Part-time starting in September	Core Module	Option		Option	Core Module	Dissertation	
Full-time starting in February	N/A	Core Module + Option		Core Module + Option	Dissertation		
Part-time starting in February	N/A	Core Module		Core Module	Option	Option	Dissertation

Requirements for gaining an award

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level 7.

In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level 7.

In order to obtain a Masters, you will need to obtain 180 credits at

Level 7. These credits will include a 60 credit level 7 core module of advanced independent research.

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100%	Distinction
60% - 69%	Merit
50% - 59%	Pass
0% - 49%	Not passed

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- lectures
- seminars
- workshops
- tutorials

Thinking skills are developed through

- seminars
- small-group discussions
- workshops
- tutorials

Practical skills are developed through

- library and archive research
- essay and report writing
- workshops
- group presentations (may use mixed media)
- research seminars
- independent research dissertation

Skills for life and work (general skills) are developed through

- essay and report writing
- group presentations
- research methods module/research proposal
- independent research dissertation

Assessment

Knowledge is assessed by

- essays
 - reports
 - presentations
 - research proposal
 - dissertation
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- emphasis is placed upon familiarity with a wide range of relevant literature and with key debates in the relevant field

Thinking skills are assessed by

- essays
 - reports
 - presentations
 - research proposal
 - dissertation
- emphasis is placed upon understanding of topic/s; application of knowledge in making an argument; clarity of arguments; evidence of synthesis and creativity; evidence of independent thought; and originality and distinctiveness of the student's own viewpoint.

Practical skills are assessed by

- presentations, including use of mixed media
 - research proposal
 - research project, concluding with the dissertation
- emphasis is placed upon evidence of systematic preparation; coherent structure and form of the assessed work; and clarity of expression. In the case of verbal presentations, clear articulation and positive interaction with other members of the class are of importance. In the case of collaborative work, including presentations, emphasis is placed upon positive mutual engagement with other members of the assessed group.

Skills for life and work (general skills) are assessed by

- essays and reports
- group presentations and use of media
- research methods module/research proposal
- emphasis is placed upon coherence of assessed work and clarity of expression, whether written or verbal. Students are encouraged to become familiar with various media and visual aids: video, photographs, slides, PowerPoint etc and to use these in assessed presentations. The research proposal is assessed as an exercise in development of general research skills.

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval that involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process that is co-ordinated at School level and includes student participation. The Quality and Standards Committee monitor the process.

Once every six years a panel that includes at least two external subject specialists undertakes an in-depth review of the whole field. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- module evaluations
- student representation on programme committees (meeting at least once each semester)

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the programme noticeboard

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- questionnaires with former students
- group discussion with former students

Where you can find further information

Further information about the MA in Conflict, Displacement and Human Security is available from:

- The UEL web site <http://www.uel.ac.uk/>
- School web pages <http://www.uel.ac.uk/lss>
- The University Post Graduate Studies Page
<http://www.uel.ac.uk/programmes/lss/postgraduate/>
- The Student Handbook
- Module Study Guides
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>

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