

Faculty of Management, Law and Social Sciences

Programme Specification

Programme title: BA (Hons) Politics, Peace and Development

Academic Year:	2019/20
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	n/a
Final and interim award(s):	<p>BA (Honours) [Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>BA (Ordinary) [Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>Diploma of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 5]</p> <p>Certificate of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 4]</p>
Programme accredited by (if appropriate):	n/a
Programme duration:	<p>3 years full time</p> <p>4 years full time with placement or study abroad</p>
UCAS code:	
QAA Subject benchmark statement(s):	Politics and International Relations
Date last confirmed and/or minor modification approved by Faculty Board	<p>Phase 1 June 2018</p> <p>Approved October 2018</p>

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

What are the prospects for peace in the 21st century? Can we solve some of our most pressing global issues – such as climate change, rising inequality, geopolitical power struggles, or protracted violent conflicts? Can international collaboration on the sustainable development goals help bring about a fairer and safer world for all? Or might this be a more turbulent century than the last, marked by resurgent nationalism and an accelerating environmental crisis?

We can't predict the future, but through studying our contemporary situation and the various forces and events that have influenced it, we can think more clearly about what is happening and why, and about the kinds of changes that are needed or possible to bring about positive, peaceful change. In particular, this programme highlights the contested and highly political nature of debate about contemporary global challenges and responses to them. For example, students will explore theories of and strategies for international development, peacebuilding, poverty reduction, environmental sustainability and economic growth, but they will also examine the tensions between and contentions surrounding policy discourse and practice, interrogating the assumptions behind key terms like globalisation, poverty and sustainable development.

A degree in Politics, Peace and Development combines a rigorous academic training in key concepts, theories and case-studies, alongside a structured process of professional development. We have designed this course around a set of professional competencies for work in national and local government, in international, national and local NGOs, or in advocacy, policy and research roles. The curriculum will include skills such as conflict analysis, primary research and case-study analysis, ethical reasoning, effective collaboration and communication, and tools for fostering personal and professional resilience. These competencies will be taught through a variety of means including training workshops, simulations, field visits, practical groupwork assignments and professional placements. Activities such as field trips and the crisis simulation exercise will be recognised through the University's HEAR Achievement recognition scheme. Our unique competency framework will allow students to document what they know and can do and communicate this clearly to future employers. The curriculum as a whole is designed to support students in becoming skilled and reflective practitioners.

Students register initially for the three year BA programme; but may transfer to the four year programme anytime up to the end of Stage 2 of the BA Programme (specific deadline dates are provided in the Programme Handbook each year). The four year programme option provides students with further opportunities for developing professional experience and practical skills during their BA programme by undertaking a voluntary placement or internship in a relevant organisation, either in the UK or abroad, for a period of up to twelve months.

Both the three and four year BA programme options provide excellent opportunities for engaging with the spheres of policy and practice as well as with academic studies. However, the four year programme provides further enhanced opportunities for work experience and for integrating practitioner community engagement with their academic studies. 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 studies in their final year of the BA programme, including the final year dissertation.

Programme Aims

The programme aims to:

- support students in the transition into higher education, cultivating the skills and qualities needed for social scientific inquiry and effective learning;
- provide relevant conceptual and theoretical tools for studying the politics and practices of international development and peacebuilding within different countries and regions;
- foster a critical understanding of discourses, policies and practices associated with (sustainable) development and peacebuilding, and the assumptions underlying them;
- create opportunities to engage in active and independent learning activities - carrying out research, managing projects, problem-solving - employing knowledge, methods and techniques in analysing relevant cases and issues;
- enable students to develop and demonstrate achievement towards a range of competencies relevant to professionals working in the development, peacebuilding or related sectors.

Programme Learning Outcomes

To be eligible for the award of Certificate of Higher Education at FHEQ level 4, students will be able to:

- LO1 Inquire into the nature and causes of contemporary global challenges, especially those pertaining to development and peace internationally, drawing on concepts, theories and information from politics, peace research and development studies.
- LO2 Distinguish a range of research designs and methods used in political studies, peace research and development studies and more broadly across the sciences, social sciences and humanities.
- LO3 Formulate and evaluate clear arguments, using knowledge of the different components of argumentation and showing an understanding of scholarly rigour.
- LO4 Communicate knowledge, understanding and argument in accurate, well-structured and coherent oral and written presentations.
- LO5 Collaborate with others in a group work task, reflecting critically on group dynamics and outcomes, and demonstrating problem solving and conflict resolution skills.
- LO6 Design and manage a learning project showing ability to clarify objectives, prioritise tasks, meet deadlines and reflect critically on outcomes.

Additionally, to be eligible for the award of Diploma of Higher Education at FHEQ level 5, students will be able to:

- LO7 Critically analyse the nature, dynamics and impacts of the global political economy and its relationship to issues of peace and development, drawing on concepts, theories and information from relevant disciplines.
- LO8 Explain and critically assess core theoretical approaches to the study of the politics of development and demonstrate the ability to analyse the mechanisms and ideas that drive, sustain and reproduce it at global, national and local level.
- LO9 Distinguish and critically evaluate policies and practices in the areas of development and peacebuilding, with reference to real-world cases and academic debates.
- LO10 Systematically investigate a topic or issue using relevant techniques and technologies to gather, evaluate and manage evidence, data and information from valid, appropriate sources.
- LO11 Plan and execute a range of assignments, including essays, reports and reflective pieces, and oral and other presentations showing awareness of the requirements to address different audiences and purposes.
- LO12 Explain and actively promote the characteristics and qualities of effective collaboration.
- LO13 Demonstrate progress in the ability to use a range of common techniques used by development and peace practitioners, such as stakeholder analysis and conflict sensitivity analysis.

Additionally, to be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

- LO14 Critically employ relevant concepts, theories and data in independent analysis of contemporary global and regional trends and the politics of development and peace in relevant contexts or case-studies.
- LO15 Critically interrogate development and peace practices, with nuanced and reflective understanding of the application and limits of these approaches and the assumptions on which they are based.
- LO16 Reflect critically on personal development as a development/peace practitioner, using evidence, feedback and insights from research and practice to make judgements about areas of personal development and progression.
- LO17 Plan and execute a range of professionally oriented assignments, including briefings, reports, reflective pieces, and oral and written presentations showing an advanced awareness of the need to adopt an appropriate style, scope and depth for the relevant audience, and demonstrating professionalism in presentation and delivery.

Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

- LO18 Design and carry out, with ethical approval as appropriate, a research project including a comprehensive review of literature at the forefront of the discipline and primary research using a triangulated methodology.
- LO19 Demonstrate initiative and independence in systematic academic inquiry, using relevant and cutting-edge techniques and technologies to gather, evaluate and manage evidence, data and information from valid and appropriate sources.

Curriculum

Stage 1: Students will study 120 credits as follows:

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
4	Understanding the International System	Core	20	Sem1	PES4018-B
4	Politics and the State	Core	20	Sem1	PES4019-B
4	Challenges and Approaches to Development	Core	20	Sem1	PES4020-B
4	Issues in World Politics	Core	40	Sem2	PES4021-D
4	Peace and Violence: Theories, Cases and Challenges	Core	20	Sem2	PES4022-B

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Stage 2: Students will study 120 credits, of which 80 credits are core and the other 40 credits can be chosen from a list of options, to be taken in semester 2:

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
5	Analysing Contemporary Conflict	Core	20	Sem1	PES5018-B
5	Politics of Development	Core	20	Sem1	PES5026-B
5	Understanding Social-Ecological Systems and Crises	Core	20	Sem1	PES5034-B
5	Applied Skills for Conflict Engagement	Core	20	Sem2	PES5019-B
5	Globalisation and Global Governance	Option	20	Sem2	PES5022-B
5	Movements for Peace, Justice and Social Change	Option	20	Sem2	PES5023-B
5	Peacebuilding, Conflict and Security	Option	20	S2	PES5024-B

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

Stage 3: Students will study 120 credits, of which 80 are core and the other 40 credits can be chosen from a list of options; 20 credits in semester 1 and 20 credits in semester 2:

FHEQ Level	Module Title	Core/Option/Elective	Credit	Study Period	Module Code
6	Dissertation	Core	40	Sem1&2	PES6016-D
6	Ethics in Peace and Development Practice	Core	20	Sem1	PES6017-B
6	Place, Culture and Community	Option	20	Sem1	PES6022-B
6	Politics and Security in Africa	Option	20	Sem1	PES6020-B
6	Revolutions and Regime Change	Option	20	Sem1	PES6023-B
6	International Policy Processes in Practice	Option	20	Sem1	PES6024-B
6	Politics of International Crisis Response	Core	20	Sem2	PES6019-B
6	Contemporary Development Challenges	Option	20	Sem2	PES6014-B
6	Politics and Security in the Middle East	Option	20	Sem2	PES6021-B
6	Creative Conflict Transformation	Option	20	Sem2	PES6015-B
6	Africa Study Visit	Option	20	Sem2	PES6025-B
6	Elective				-

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at least 120 credits at both Level 4 and 5 and 60 credits at level 6 and achieved the award learning outcomes.

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

Placement and/or Study Abroad

This programme provides the option for students to undertake a work placement or period of study abroad between Stages 2 and 3. Anyone wishing to take this option will be transferred to the 4 year programme.

Students normally register initially for the three year programme, but may transfer to the four year programme anytime up to the end of Stage 2 of the BA Programme (specific deadline dates are provided in the Programme Handbook each year). The four year programme option provides students with further opportunities for developing professional experience and practical skills during their BA programme by undertaking a voluntary placement or internship in a relevant organisation for a period of up to twelve months. This internship or placement normally starts in September immediately following the end of stage 2.

Both the three and four year BA programme options provide excellent opportunities for engaging with the spheres of policy and practice as well as with academic studies. However, the four year programme provides further enhanced opportunities for work experience and for integrating practitioner community engagement (such as internship experience) with their academic studies. 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 studies in their final year of the BA programme, including the final year dissertation.

This element of the four year BA programme is student-centred and student-led, and thus the initiative for identifying and applying for internships or placements is driven by the students. Planning for the placement/internship year starts several months in advance, usually in the first semester of Stage 2 and at the latest by the end of 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.

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 some customised preparatory training before students who choose the four year option, proceed with their placement, and mentoring support as useful during the period of the placement or internship.

After the placement or internship is completed, students taking this four year BA Programme return to the programme at the University of Bradford at the beginning of the next academic year to proceed with their final year on the programme, with the same requirements and academic supervision as for students on the three year programme.

For further information about study abroad opportunities please refer to <http://www.bradford.ac.uk/international/erasmus-and-international-exchanges/>

Learning and Teaching Strategy

The learning and teaching strategy for this programme puts significant emphasis on the development of analytical, practical and interpersonal skills. 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. Subjects will be introduced through lectures, readings or visual media. These will be explored further through practical and experiential activities - applying theoretical concepts to real-world cases and scenarios, undertaking research, engaging in active debates, or solving problems relevant to peace and

development practice. Activities will include simulation exercises, immersion days, field trips and assignments based around real-life briefs set by practitioners.

The curriculum has been carefully designed to ensure coherence and progression through the different stages of study:

Stage 1 aims to introduce students to core concepts and theories in the study of politics, peace and development, and to provide a strong foundation in disciplinary knowledge and skills for social scientific inquiry. The second semester focuses on a set of contemporary issues and challenges relevant to Politics, Peace and Development, enabling students to experience the strengths and challenges of multidisciplinary study – how the analysis of real-world problems can be approached from different conceptual perspectives and approaches to research. Stage one will also include an immersion day in each semester that involves an intensive examination of a particular issue or theme of relevance to the programme (e.g., gender, economic literacy, development).

Stage 2 expands and deepens the study of key themes and questions in the programme, with modules in the first semester exploring the political dimensions of development policy and practice, the nature and implications of environmental change, and, along with students from the IRPSS programme, approaches to conflict analysis. Learning from these three modules will be brought together and applied in a synoptic assessment task – a case study where development, conflict and environmental issues interact. Semester 2 includes a core module on conflict resolution (Applied Skills for Conflict Engagement). Students then choose two optional modules, from modules on social movements and political change, globalisation and global governance, and peacebuilding, conflict and security. Semester two will also include an immersion day involving an intensive examination of a particular issue or theme of relevance to the programme (e.g., conflict-sensitive development).

Stage 3 extends significant choice and flexibility to students, with options for developing independent research in the dissertation, choice over projects and assignments within modules, plus further module choices. The final year dissertation is a capstone project that gives students the opportunity to use the analytical skills they have developed to carry out a substantial independent research project, documenting their learning process as well as presenting its final outcomes. Core modules at this stage focus on further refining students' engagement with real-life scenarios and challenges, encouraging them to develop the dispositions and skills needed for reflective practice. The modules support and enhance each other, for example, the Ethics in Peace and Development Practice module develops understanding of – and a capacity for informed judgement about – the ethical challenges facing peace and conflict practitioners. The Politics of International Crisis Response module is based around participation in real-world simulations of conflict and humanitarian situations, requiring conflict/context sensitive knowledge and professional skills (including ethical judgement). Option modules allow for further specialisation in relevant areas, including further specialisation in contemporary development studies, regional politics, and the study of place, culture and community. The optional module International Policy Processes in Practice provides students with an opportunity for placements or experience with practitioner methods and tasks. Alternatively, in Semester 2 of Stage 3 students can choose an elective module (subject to timetabling and prerequisites) for which they are eligible from across the University, including one of the Masters level modules offered in Peace Studies and International Development.

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 in 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 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.

There are also many opportunities to take part in exciting extra-curricular activities. 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

Our 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 staged learning outcomes for the programme overall and for specific modules. A balanced diversity of assessment tasks will be responsive to the diverse needs and strengths of students, whilst providing opportunities for stretch and challenge in new areas of learning.

To support this, the programme has been designed to include opportunities for formative feedback at each stage of the students' experience: At Stage 1, personal tutorials are designed and timetabled to offer close support to the teaching and assessment students will experience on their modules. At Stage 2, modules are designed to give students the opportunity to develop their understanding of important concepts and to practice key skills. Formative feedback from personal tutors and module teaching staff on low-stakes assignment, in-class activities and course work preparation will support students in completing summative assessments. At stage 3, students will pursue an independent dissertation project alongside their level 6 modules. The dissertation module has been designed with a view to maximising students' engagement in a structured process of research, with formative feedback built in to the supervision process.

Summative assessment builds on the opportunities students will have had to practice their skills and gives them the opportunity to improve further in response to formative feedback. Where appropriate - as for the Semester 1 modules at Stage 2 - summative assessment will be synoptic to encourage students to integrate

knowledge from and explore connections between different subject areas, deepening their learning.

At all stages, students will encounter a diversity of assessment tasks, with opportunities for choice on substantive content and presentation formats where appropriate. Methods of assessment will include essays, reports, policy briefs, case study analyses, oral and audio-visual presentations, and reflective writing. Some modules assess through a portfolio – a collected submission of assignments completed during the semester which enable demonstration of core learning objectives. 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 **minimum** entry requirements for the programme are as follows:

112 UCAS points including ONE full A Level or equivalent (we will accept BTEC qualifications as part of the tariff) and Maths and English GCSEs at Grade 4 (old grade C) or above (for non-native speakers of English, IELTS 6.0 overall with no individual skill lower than 5.5).

The UCAS tariff applicable may vary and is published here <http://www.brad.ac.uk/social-sciences/courses-and-study/>

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		

