<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
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<tbody>
<tr>
<td>1.</td>
<td>Conflict Resolution in Divided Societies</td>
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<td>2.</td>
<td>Final award</td>
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<tr>
<td>3a.</td>
<td>Nested awards</td>
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<td>3b.</td>
<td>Exit awards</td>
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<td>4.</td>
<td>Level in the qualifications framework</td>
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<td>5.</td>
<td>Credit value for the programme and for each nested/exit award</td>
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<td>6.</td>
<td>Attendance</td>
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<td>Mode of attendance</td>
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<td>Minimum length of programme</td>
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<td>Maximum length of programme</td>
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<td>7.</td>
<td>Awarding institution/body</td>
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<td>8.</td>
<td>Teaching institution</td>
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<td>9.</td>
<td>Proposing department</td>
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<td>10.</td>
<td>Programme organiser and contact Details</td>
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<td>11.</td>
<td>UCAS code (if appropriate)</td>
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<td>12.</td>
<td>Relevant QAA subject benchmark/ professional and statutory body guidelines</td>
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<tr>
<td>13.</td>
<td>Date of production of specification</td>
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<td>14.</td>
<td>Date of programme review</td>
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16. Educational aims of the programme

The MA in Conflict Resolution in Divided Societies is designed to provide an understanding of the history and politics of deeply divided societies equipping students with the relevant intellectual tools for further postgraduate study in the arts and humanities. It will allow students to ascertain an in-depth understanding of the theory of conflict regulation in divided societies and immerse them in the international relations that shape and determine their political processes. The modules provided within the MA will enable students to undertake a detailed examination of the exogenous and endogenous variables that make and break peace processes in some of the world’s most intractable ethno-national conflicts. It will concentrate on case studies in the Middle East but with reference to other cases outside the region. Specifically the MA will permit students to:

- become familiar with the causes and consequences of revolution, civil war and conflict regulation in divided societies which may include Algeria, Egypt, Israel, Iraq, Iran, Lebanon, Palestinian Territories, Syria and Turkey. The MA will also reference cases which may include Bosnia-Herzegovina, Burma, Cambodia, Cyprus, Indonesia, Malaysia, Philippines, Northern Ireland, Singapore, South Africa, and Southern Thailand.
- gain specialist knowledge of and develop the ability to critically analyse divided societies through structured case study analysis and research led teaching
- examine the political, religious, ideological and historical factors that contribute to the persistence of ethnic conflict
- study and examine internationally led peace processes in different parts of the world and third party intervention in divided societies
- master the ideological discourse pertinent to this field and engage with the scholarly debates within it
- begin to use an array of primary sources for research purposes
- gain practical experience in designing and conducting research projects

17. Educational objectives of the programme/programme outcomes

The programme provides opportunities for students to develop and demonstrate knowledge, understanding and skills in the following areas:

Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

1. State building failures in divided societies in the Middle East; revolution and change in divided societies in the Middle East;
2. Ideology, religion and nationalism in divided societies in the Middle East;
3. Theories and debates concerning conflict regulation in the Middle East;

These are achieved through the following **teaching/learning methods and strategies**:

The acquisition of a highly focused and detailed knowledge of divided societies in the Middle East through lecture/seminar based optional modules providing in-depth case study and comparative analysis. For the duration of the MA students will be urged to undertake independent...
4. Building an understanding and critical awareness of the different theoretical, historiographical and methodological approaches to conflict regulation, revolution, civil war and democratisation in the Middle East;
5. Appropriate personal and professional conduct in the context of the discipline.

Assessment: Essays, dissertation (summative), and seminar presentations and mock mediations (formative)

Skills and other attributes

Intellectual skills:

1. A critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;
2. A critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice;
3. A level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches;
4. Initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decision in complex and unpredictable situations.

These are achieved through the following teaching/learning methods and strategies:

The acquisition of a highly focused and detailed knowledge is achieved by enabling students to present and lead seminars on their chosen topics in order to address specific comparative questions.
For the duration of the MA students will be urged to undertake independent reading on the subjects of interest to them. This will complement what is being taught on the core and optional modules.
Students will give non-assessed seminar presentations through which they may develop ideas for their dissertation.

Assessment: Essays, dissertation (summative), and seminar presentations and mock mediations (formative).
Practical skills:

1. Can operate in complex and unpredictable and/or specialised contexts, and has an overview of the issues governing good practice;
2. Is able to exercise initiative and personal responsibility in professional practice.

These are achieved through the following teaching/learning methods and strategies:
The acquisition of a highly focused and detailed knowledge is achieved by enabling students to present and lead seminars on their chosen topics in order to address specific comparative questions.
For the duration of the MA students will be urged to undertake independent reading on the subjects of interest to them. This will complement what is being taught on the core and optional modules.
Students will give non-assessed seminar presentations through which they may develop ideas for their dissertation.

Students will be required to design their own research topics and produce a dissertation which should be an original piece of work. This will require independent and original thought, discourse analysis and critical evaluation within a comparative intellectual framework.

Assessment:
Essays, dissertation (summative), and seminar presentation and mock mediations (formative).

Generic/transferable skills:

1. Can work effectively with a group as leader or member. Can clarify tasks and make appropriate use of capacities of group members. Is able to negotiate and handle conflict with confidence;
2. Is able to use full range of learning resources;
3. Is reflective on own and others’ functioning in order to improve practice;
4. Can competently undertake research tasks with minimum guidance;
5. Is an independent and self critical learner, guiding the learning of others.

These are achieved through the following teaching/learning methods and strategies:
The acquisition of a highly focused and detailed knowledge is achieved by enabling students to present and lead seminars on their chosen topics in order to address specific comparative questions.
For the duration of the MA students will be urged to undertake independent reading on the subjects of interest to them. This will complement what is being taught on the core and optional modules.
and managing own requirements for continuing professional development;
6. Can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently;
7. Has independent learning ability required for continuing professional study, making professional use of others where appropriate.

Students will give non-assessed seminar presentations through which they may develop ideas for their dissertation. This will require independent and original thought, discourse analysis and critical evaluation within a comparative intellectual framework

**Assessment:** Essays, dissertation (summative), and seminar presentations and mock mediations (formative).

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18. **Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, regulatory and statutory body guidelines**

There is no benchmark for this programme at MA level. However, the programme’s structure and content have been informed by reference to the benchmark documents description of competencies that students would have attained at the end of an undergraduate programme in the areas of politics and IR, history and modern languages. The programme is also informed by the Framework for Higher Education and Qualifications in England, Wales and Northern Ireland, and in particular by its ‘Descriptors for a qualification as Masters (M) level: Masters Degree.

19. **In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic**

N/A

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**Which is the lead department and/or School?**

QA&AA Approved:
PAF check completed 29 September 2015
## 20. Programme structure

See Programme Handbook for modules to be taken.

<table>
<thead>
<tr>
<th>If a Masters programme, are level 6 credit levels permitted within the programme?</th>
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<tbody>
<tr>
<td>Yes. Graduate level language modules in the Modern Language Centre. Maximum 20 credits.</td>
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<table>
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<tr>
<th>Maximum number of credits permitted with a condoned fail (core modules excluded)</th>
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<tr>
<td>230 credits</td>
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<tr>
<th>Are students permitted to take any additional credits, as per regulation A4; 5.8?</th>
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<td>Yes</td>
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</table>

Are there any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)

A Postgraduate Diploma is available as an exit award only in cases where all taught modules have been passed, excluding the dissertation.

With permission from the Programme Coordinator, students may take two modules of 20 credits each outside the programme from modules available in the Faculties of Arts & Humanities, Social Science & Public Policy, or Law. exceptionally elsewhere in the College of the University of London.

### Other relevant information to explain the programme structure

#### Programme structure and award requirements (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)

(a) numbers of introductory, core, compulsory and optional modules to be taken in each year of the programme for full time:

- 180 credits earned through 1 x 40 credit core module, 1 x 60 credit core dissertation module and 80 credits of optional modules (students may take a maximum of 20 credits of graduate language modules at level 6).

**Part time**

Year 1

- 80 credits earned through 1 x 40 credit core module and 40 credits of optional modules (*students may take a maximum of 20 credits of graduate language modules at level 6*).

Year 2

- 100 credits earned through 1 x 60 credit core dissertation module and 40 credits of optional modules (*if not taken in year 1, students may take a maximum of 20 credits of graduate language modules at level 6*).

(b) range of credit levels permitted within the programme

- 6 & 7

(c) maximum number of credits permitted at the lowest level

- 20 credits

(d) minimum number of credits required at the highest level

- 160 credits
21. Marking criteria

The assessment criteria follow the College’s general criteria for the assessment of MA programmes.

22. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

Publicity and programme handbook
These clearly communicate the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and the module’s status (core/compulsory/optional).

Teaching methods
A wide range of teaching methods are utilised (as demonstrated by box 17), including: handouts in alternative formats, electronic resources placed on KEATS, powerpoint presentations in advance of the lecture.

Assessment
Advice has been taken from the Equality and Diversity Department to ensure assessment methods do not unfairly discriminate against students with disabilities. The College’s Special Examination Arrangements Committee (SEAC) considers requests for adjustments to assessment to take account of learning and/or physical disabilities. Module outlines specify the assessment methods that will be used.

Feedback
Feedback on the programme is regularly collected from students, including information from students with disabilities about their learning experience. The information collected is used towards the on-going development and improvement of the programme. In particular, it has prompted closer working with ISS to ensure that subject resources are offered in a range of alternative formats wherever possible.
PROGRAMME APPROVAL FORM
SECTION 2 – SUPPLEMENTARY INFORMATION

Not all of the information in this section will be relevant for all programmes and for some programmes this section will not be relevant at all

1. Programme name
   MA in Conflict Resolution in Divided Societies

2. Is this programme involved in collaborative activity?
   Yes [ ]  No [X]

   If yes what type of Collaborative Provision is it (tick appropriate box)?
   - Does the programme have an access/feeder Programme for entry into it?
   - Does the programme have an articulation/progression agreement for entry into it?
   - Dual Award
   - Franchised Provision
   - Joint Award
   - Partnership Programme
   - Recognition of Study or Award of Credit through off-campus study or placement
   - Staff and student exchange
   - Validated provision

   Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto QA&AA Office?
   Yes [ ]  No [ ]  Not applicable [ ]

QA&AA Approved:
PAF check completed 29 September 2015
### 3. If the programme is a joint award with an institution with the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not applicable</th>
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Please attach a copy of Part 1 of the Partner Profile and checklist submitted to the College Education Committee

### 4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details

- Name and address of the off-campus location and external body
- NA

- Percentage/amount of the programme delivered off-campus or by external body

- Nature of the involvement of external body

- Description of the learning resources available at the off-campus location

- What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

Please attach the report of the visit to the off-campus location
5. Recognition of study or award of credit through off-campus study or placement -
please indicate how the time will be spent, the length of time out, the amount of credit
and whether it is a compulsory or optional part of the programme

<table>
<thead>
<tr>
<th>Year abroad</th>
<th>Year in employment</th>
<th>Placement</th>
<th>Other (please specify)</th>
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Time spent ………………………Credit amount ………..Compulsory/optional………………

6. Please provide a rationale for any such time outside the College, other than that
which is a requirement of a professional, statutory or regulatory body

NA

5. Please give details if the programme requires validation or accreditation by a
professional, statutory or regulatory body

Name and address of PSB

Frequency of validation/ accreditation Date of next validation/ accreditation