Peace, Conflict and Development MA Programme Specification

Academic Year:	2026/2027	
Degree Awarding Body:	The University of Bradford	
Main Location:	City Campus	
Qualifications Framework:	HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2014)	
Target Degree Award:	Master of Arts, Peace, Conflict and Development	[FHEQ Level 7]
Intermediate/exit awards:	Postgraduate Diploma or Postgraduate Certificate	[FHEQ Level 7]
Programme Admissions:	UK and international	
Programme Start Month:	September and January	
Course modes of study:	September start, 12 months full-time	
	January start, 15 months full-time	
	September start, 15 months full-time with internship/placement	

The September start with internship or placement is accessible with the Rotary Peace Fellowship programme. Visit the Rotary website to apply for 2028/2029 or refer a potential candidate.

Please note: The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when an offer of a place on a programme of study at the University of Bradford is accepted. View our Student Contract for further details. Information about this programme and its modules 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.

Minor Modification Schedule

1. May 2024: Annual review; updates to optional modules and electives for 2024-25 academic year.
2. May 2025: Annual Review, additional options added and changes to academic regulations.
3. May 2026: Annual changes for 2026 entry, simplified presentation and changed modes of study.

Programme Overview

Research since the late 1990s has shown that inter-relationships between peace, conflict and development are much more complex and important than many previously realised. For example, development processes and programmes can increase as well as decrease risks of violence and conflict. Poverty alleviation often depends on improvements in security and access to justice, and vice versa. These inter-relationships have become a major area for international, national and local policy and practitioner communities concerned with fragile or insecure regions, countries and localities across the world. These key themes are important across many sectors including

sustainable development, conflict-prevention and peacebuilding; post-conflict recovery; humanitarian aid, environmental protection; natural resource management and good governance.

The MA in Peace, Conflict and Development will explore these issues in an academic practice-informed environment to equip students with advanced understanding and skills for work for example in national and local government; global governance institutions; research institutes; international, national and local development agencies; environmental advocacy and policy work; private sector strategy and governance for sustainability; and NGOs. One core focus is on developing understanding and lessons from experience of peace, conflict and development issues relating to (mis-)management and governance of natural resources (such as land, water, forests, coasts, minerals) in developing, fragile or conflict-affected regions. 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", "Conflict" and "Development".

Students will

- critically develop advanced knowledge and understanding of the inter-relationships between peace, conflict, development, security, and governance in developing, fragile, transitional and/or conflict affected regions and countries.
- critically examine the range of international policy and programming approaches developed to engage with these inter-relationships.
- achieve an advanced understanding of contemporary research, policy and practice on peace-conflict-security-development nexus issues.
- learn skills for advanced conflict research and analysis.
- develop advanced understanding of the contexts and conditions of violent conflict at different scales.
- investigate the contemporary state of the theoretical and policy literature focused on the nexus between conflict, security and development and associated issues of sustainability and governance – particularly in fragile or conflict affected settings.

The MA Peace, Conflict and Development is offered by the internationally recognised Department of Peace Studies and International Development, drawing on over 50 years of experience as a leading centre of peace and development research. 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, Conflict and Development, 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.

Peace Studies and International Development is a dynamic learning community within a diverse and active Faculty and wider University. We typically arrange numerous events and opportunities beyond the taught modules, fostering engagement with academic, policy and practitioner communities. These include invited speakers, seminars, workshops, activities and conferences.

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Programme Structure

MA Peace, Conflict and Development runs full-time with entry in September or January. Students and Rotary Peace Fellows who start in September can stay on to complete an integrated internship or placement as part of the degree award. Students may transfer to the placement route any time up to the middle of Semester 2 (specific deadline dates are provided in the Programme Handbook each year). The 15-month option provides students with further opportunities for developing professional experience and practical skills during their Masters programme by undertaking a voluntary placement or internship in a relevant organisation for a period of up to three months. This internship or placement normally starts shortly after the end of Semester 2:

Table 1: Peace, Conflict and Development Routes Compared

Route \ Period	Year 1 Period 1	Year 1 Period 2	Year 1 Period 3	Year 2 Period 1	Year 2 Period 2	Year 2 Period 3
September Entry, no placement	Semester 1 Modules	Semester 2 Modules	Research	Submit Dissertation & Graduate		
January Entry, no placement	-	Semester 2 Modules	-	Semester 1 Modules and Research	Submit Dissertation	Graduate
September entry, with Placement	Semester 1 Modules	Semester 2 Modules	Professional Experience & Research	Submit Dissertation	-	Graduate

After completing the taught modules, students then undertake a substantial Dissertation project on a subject of their choice (relating to the Programme's aims and learning objectives). This involves research and analysis, and preparation of a Dissertation of up to 15,000 words. This is a major opportunity not only to research and prepare a substantial scholarly analysis of a specialist area in which the student is particularly interested, but also to demonstrate an advanced understanding of relevant policy and practitioner agendas and debates to increase the value of the Masters degree to pursue relevant careers.

After an internship is completed, students return to the University to proceed with researching and preparing their Masters dissertation, with the same requirements and academic supervision as for students on the shorter programme, except that the dissertation submission date is extended by approximately three months (actual submission dates are specified annually in the Programme Handbook) as appropriate for a longer programme.

All of the Masters programme routes provide excellent opportunities for engaging with the spheres of policy and practice as well as with academic studies. However, the 3-month placement options provide further enhanced opportunities for integrating practitioner community engagement (such as internship experience) with their academic studies. This element of the programme is student-centred and student-led, and thus the initiative for identifying and applying for internships is driven by the students. The academic staff in 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

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customised preparatory training before students who choose the placement route, and mentoring support as useful during the period of the placement or internship.

The academic modules for this programme include a range of innovative approaches to teaching, blended learning and assessment, to enable students to actively engage with the key concepts and syllabus and to develop not only their academic knowledge and understanding but also to their skills and experience for the worlds of policy, practice and employment. Every student will participate in at least two intensive laboratory workshops/webinars or 'immersion days' on key cross-cutting thematic issues including on: the roles and significance of gender; 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. Students can also have the chance to participate in an extended 'crisis response game' to further sharpen their skills as a practitioner.

There are opportunities for students to create their own specialism, such as the themes discussed above, or also in a selected region (e.g. Africa, Middle East), with opportunities for selected study visits. This includes the Africa Study Visit which includes a study visit of approximately 12 days to an African country recovering from conflict as well as preparatory and post-visit study and analysis (which can be taken as an assessed element of the programme). It also includes further voluntary study visits to Northern Ireland, Hiroshima or to major locations of international organisations, such as The Hague or Brussels as well as London.

We take the safety of our students and practitioners very seriously. Participation in study visits is subject to travel risk assessments and there may be an extra charge to students participating in some of these activities, but there may also be scholarship funding available on a competitive basis by application to help with the costs.

Programme Aims

The programme is intended to enable students to develop an advanced knowledge and understanding of peace, conflict and development issues and their inter-relationships and to become informed and skilful analysts and practitioners who:

- conduct effective analysis and research into the interrelationships between various dimensions of peace, conflict and development, in a range of contexts and settings.
- Analyse and design ethical and constructive responses to particular peace, conflict and development problems and situations, with awareness of the potential and limitations of different strategies and policies.
- select and employ relevant strategies and techniques for constructive engagement with issues of peace, conflict and development, and their inter-relationships.
- reflect critically on their own practice and on international "best practice" with reference to critical academic and practitioner perspectives on the theory and practice of peacebuilding and development, supporting continuous professional development in peace and development related roles.

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Programme Learning Outcomes

Students eligible for the FHEQ Level 7 Degree award of Master will be able to:

1. Distinguish and critically evaluate key threshold concepts, theories and approaches in the social sciences and humanities pertaining to peace, conflict and development.

2. Apply relevant concepts, theories and approaches to recent and contemporary challenges of inter-relationships between peace, conflict, governance, security, environment and sustainable development, in a reflexive and reflective manner.

3. Identify and critically assess the ideas, practices & conditions that influence long-term initiatives to address legacies of violent social conflict and build sustainable peace.

4. Make a detailed, rigorous and original critique of current research and scholarship at the forefront of the discipline in the specialist area of the nexus between peace, conflict, security and development focusing on key characteristics and complexity of inter-relationships between key concepts, and with particular attention to fragile or conflict affected contexts.

5. Identify, design and apply appropriate research methods and strategies for specific purposes and applications demonstrating a comprehensive, critical and reflective understanding of relevant techniques in the field.

6. Apply, at an advanced critical level, selected methodologies that are widely used by policy and practitioner communities.

7. Synthesise complex information from a range of sources and on a range of issues related to peace, conflict, security and development, and particularly to their complex interrelationships, in order to develop new theoretical approaches and practical solutions.

8. Develop a critical, ethical and reflective approach to implementing practice or policy-based interventions and understanding and assessing their applications in different cultural, geographic and socio-economic contexts.

9. Apply originality and creative problem-solving in dealing with complex problems of peace, conflict, security and development, and their interactions in fragile and conflict affected contexts, in order to generate new approaches and insights with practical applications in the real world.

10. Plan and execute a range of assignments, including essays, research-based reports, reflective pieces, and presentations, showing awareness of the different demands they place on the author and diverse potential audiences.

11. Use initiative in self-directed learning, identify challenging and original objects of inquiry, and construct arguments that challenge existing knowledge paradigms.

12. Confidently use critical, reflective methods to support deep learning in relation to collaborative experiences.

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13. Design and carry out, with appropriate ethical approval, an original and self-directed research project presented in a dissertation, including a comprehensive and critical literature review.

14. Exercise initiative and personal responsibility in completion of an advanced, original and self-directed dissertation project, using critical reflective communication to deepen understanding of the learning process, with appropriate documentation.

15. Recognise and be able to reflect critically on one's own positionality, values and epistemological orientation in one's own academic work.

Assessment Strategy

The assessment strategy for this programme is based on principles of rigour, constructive alignment, diversity and inclusion. It employs a well-developed range of formative and summative assessments tasks which are designed to help students to develop and demonstrate their understandings and skills as set out in the learning outcomes for each module and for the Programme overall.

Summative 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. Formative tasks throughout the programme provide the opportunity to practice and develop skills and to receive interim feedback, building up towards summative assessment.

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.

Learning and Teaching Strategy

Throughout the programme, students will be actively engaged in a diverse range of online and offline 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. As such, the emphasis in timetabled online and campus-based 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 videos – to both frame and deepen the learning experience.

The learning and teaching strategy for this programme emphasises the acquisition of academic skills, familiarity with contemporary policy and professional competencies related to peace and development work. The strategy provides a wide range of teaching and learning methods and opportunities in and across modules, including lectures and directed study, but also discussion of in-class and pre-class student research findings; simulations, presentations and other methods of communicating arguments - within groups and to whole class audiences. A range of innovative approaches to teaching and learning are incorporated throughout the programme, enabling active study and analyses of important contemporary issues relating to peace, conflict and

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development and their inter-relationships, so that learning about theories develops closely with understandings about the application to real problems.

There will be an emphasis on practice, feedback and reflection throughout the programme. Students will have opportunities to develop their own interests throughout the programme, e.g., via case studies chosen for study and assessment and 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.

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, Conflict and Development), 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.

Placement and Study Abroad

Further information about internships and placements and study abroad opportunities is published on the University's website.

Professional Experience Option

The Professional Experience is an elective integrated work experience element of the MA programmes in PSID. 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. Students on the September route without placement can transfer into the placement route during Semester 2 if they change their mind; exceptionally, in the unfortunate circumstance that an arranged placement falls through it is also possible to transfer back onto the without placement route.

It is up to students to plan and arrange their placement. For Rotary Peace Fellows, designing the applied field experience is an integral part of their scholarship. Planning for the placement/internship starts several months in advance. The Department 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.

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- Contacting relevant organisations, arranging for and agreeing specifics such as location, domain of work, start and end dates, focal point, terms of reference of placement and what the student is expected to do and the days and hours.
- Sorting out financial planning issues, visas, travel risk assessments and permissions.
- Discussing with the relevant contact person in the host organisation about aims and reviewing arrangement.

Students are required to complete a form detailing their proposed activities and obtain permission from the Department before they can go on placement/internship. Many organisations also offer virtual placements or virtual internships and these may be a more feasible option.

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.

Study Abroad Semester Option

Students can choose to study abroad for Semester 1 or Semester 2 at specified approved partner Universities. This is a cost- and time-effective way of getting international experience alongside university education.

The list of Study Abroad Semester partners changes year-to-year depending on the curriculum offered. This option can be available ONLY if the modules offered by the host institution allow the student to meet the learning outcomes of the Bradford Programme Stage. The semester exchange requires students to study only modules suitable to the Bradford programme stage when abroad. Therefore, all modules selected for the exchange will have to be mapped to the Bradford programme learning outcomes and be approved by the Programme leader in Bradford in advance of the exchange.

During the exchange, if the student needs to change the modules, this can only be done after approval of the Bradford Programme Leader. If the student fails a module abroad, the student must explore the possibility of re-taking any exams at the host university and immediately inform the International Opportunities Team. Students will have support from the relevant University of Bradford services while overseas. All credit successfully obtained whilst on study abroad semester will count towards the students final degree.

Curriculum

The MA Peace, Conflict and Development curriculum has been carefully designed to ensure coherence and progression through the different stages of study. This course also provides the opportunity for granular personalised learning and specialism within 120 total taught credits.

Semester 1

The first semester provides an advanced understanding in two core areas. First, skills for advanced conflict research and analysis enable students to develop advanced understanding of the contexts and conditions of violent conflict at different scales. Second, an investigation of the contemporary state of the theoretical and policy literature focused on the nexus between conflict,

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security and development and associated issues of sustainability and governance – particularly in fragile or conflict affected settings.

Students in Semester 1 select one option:

Table 2: Peace, Conflict and Development Semester 1 Modules (FHEQ Level 7)

Mod. Code	Module Title	Credit	Selection
PES7036-B	Applied Conflict Research	20	Core
PES7048-B	Security & Development in Fragile & Conflict Affected Areas	20	Core
PES7035-B	African Politics and Security Dynamics	20	Option 1
DEV7026-B	Critical Perspective on Sustainable Development	20	Option 2
DEV7003-B	Issues in Development Theory	20	Option 3
DEV7037-B	Policy Analysis of Governance for Development	20	Option 4
PES7051-B	Studying Peace in a Changing World	20	Option 5
PES7064-B	Theories and Practices of Conflict Transformation	20	Option 6
PES7065-B	Social-Ecological Systems and Crises	20	Option 7

Semester 2

Semester 2 offers opportunities to deepen knowledge of particular contexts, themes or policies relating to peace, conflict and development and their inter-relationships. The core focus is on developing understanding and lessons from experience of peace, conflict and development issues relating to (mis-)management and governance of natural resources (such as land, water, forests, coasts, minerals) in developing, fragile or conflict-affected regions.

Students in Semester 2 select two options:

Table 3: Peace, Conflict and Development Semester 2 Modules (FHEQ Level 7)

Module Code	Module Title	Credit	Selection
PES7045-B	Natural Resource Governance	20	Core
PES7034-B	Africa Study Visit	20	Option 8
PES7063-B	Creative Practice in Conflict Engagement & Peacebuilding	20	Option 9
PES7041-B	Gender, Conflict and Development	20	Option 10
PES7069-B	Politics, Security and Development in South Asia	20	Option 11
PES7043-B	Middle East Politics and Security Dynamics	20	Option 12
PES7046-B	Peacekeeping and Peacebuilding	20	Option 13
PES7052-B	Sustainable Cities	20	Option 14
PES7053-B	Terrorism and Political Violence	20	Option 15
PES7062-B	Environment, trafficking and crime: transnational issues and International Governance	20	Option 16

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Semester 3

Study in semester 3 involves work on the 60-credit dissertation for all MA students and the professional experience for students and Rotary Peace Fellows on the placement route. The preparation and submission period will vary depending on the route taken – see the Programme Structure section for more details. All students will be supported in their dissertation work by an academic supervisor.

Table 4: Peace, Conflict and Development Semester 3 Modules (FHEQ Level 7)

Mod. Code	Module Title	Credit	Period	Selection
PES7040-E	Dissertation	60	FLYear	Sept. Start Core
PES7040-E	Dissertation	60	NSYear	Jan. Start Core
PES7023-Z	Professional Experience (Rotary Peace Fellows Applied Field Experience)	N/A	Sem 3	Rotary Peace Fellowship
PES7056-Z	Voluntary placement/ internship	N/A	Sem 3	Non-Rotary Placement Route

Assessment, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations for postgraduate taught courses published on the University's Website (Regulation 9).

Award of the Masters degree requires 180 FHEQ Level 7 credits and achievement of the award learning outcomes. Students who exit the programme with 120 or 60 credits completed may be eligible for an intermediate award in line with the regulations.

Admission Requirements

We are proud to be one of the most inclusive universities in the UK. All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances. We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

Language competency

As the programme is taught in English, all applicants are required to have proficiency at GCSE Grade 4 (national grade C) or above in English Language. Alternative RQF Level 2 qualifications such as Key Skills are also acceptable if equivalent. For international students, the level of English required is listed on the University of Bradford English language requirements website. Exceptionally, holders of a UK degree awarded within 2 years prior to entry to the Bradford programme may be exempt from these English test requirements. International applicants who do not meet the IELTS requirement can take a University of Bradford pre-sessional English course.

Academic entry

Applicants typically have at least an undergraduate degree passed at 50% or above, such as a UK Bachelor's degree with honours classed 2:2, or equivalent, in any subject. Examples of other equivalent international qualifications are provided on the University of Bradford page for a country or region.

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Relevant professional or voluntary activities would be desirable as the course will draw on your experience and the experiences of your fellow students.

Access and Recognition of Prior Learning

Applications are welcome from students with non-traditional qualifications, or with significant personal and professional experience, and these applications are assessed by interview.

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University of Bradford has procedures to evaluate and recognise this learning to provide applicants with exemptions from specified modules or parts of the programme. Find more information about recognition of prior learning decisions on the University website.

People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the request support form.

Please note: Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course page:
https://www.bradford.ac.uk/courses/pg/peace-conflict-and-development/

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