



MEKELLE UNIVERSITY

COLLEGE OF LAW AND GOVERNANCE

DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

MA IN PEACE AND CONFLICT STUDIES

Revised BY

PEACE AND CONFLICT STUDIES CURRICULUM REVISION COMMITTEE

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## **Reason for Curriculum Revision of M.A In Peace And Conflict Studies**

Regular curriculum revision is significant to eliminate outdated content, introduce new knowledge and skill, to incorporate new teaching methods, to meet learner's new interest and align the curriculum with the political and societal changes. Our world is engulfed with destructive violence and horrific wars all over the world. The various forms of conflict are appeared at family, community and state level fatalities resulting severe humanitarian crisis. In the contemporary time, conflict index, reflects conflict rates and violence is increasing and getting worsens (Armed Conflict Location and Event Data (ACLED) 2024). The escalation of state- based and non-state based conflict over the past years demands increased attention to the curriculum revision to meet the emerging and complex dynamic in peace and conflict studies. Hence, the revision of the curriculum is valid to make a critical and systematic revision to align the course contents with the emerging nature of conflict complexity and challenges of peace. Updating and making an improvement of the curriculum remains essential, timely and necessary to incorporate new insights and understanding of peace and conflict studies. Accordingly, the curriculum is revised for students to develop an understanding and insights to contribute through research, applied work and skill to solve the increasing conflict landscape.

Cognizant to the above, the revision is based on the learner needs and interest, eliminating unnecessary courses, integrating latest and update teaching method, new knowledge and practice and carryout preferred better educational achievement.

### **1. PROGRAM OVERVIEW**

The master's of arts degree in peace and conflict studies is designed for learners interested in acquiring advanced wide-range knowledge, action-oriented skills, tools and techniques necessary to become professional in peace, practitioners, one equipped with advanced skills in conflict resolution at local, national, regional and global level. In addition to this, the program provides analytic tools and empirical insights to understand the multifaceted challenges associated with war and conflict. This program combines advanced training in research methods and techniques with professionals and

practitioner perspectives to equip students for future careers in government, international organizations, or academia. This program is suited for students who desire to combine rigorous analysis with real-world perspectives on some of the most complex challenges facing states and the wider international community.

## 2. PROGRAM RATIONALE

The study of peace and conflict studies at M.A level has come to assume greater significance and relevance in the present age of desire for peace and preventing war. It is fully recognized that, peace and conflict are global, regional and local pressing issues. In the present day, over 80 percent of all humanitarian crises are the result of devastating conflict. Conflict is an intrinsic and inevitable aspect of human life and social change and peace desirable, but how we deal with this conflict determines the impacts and outcomes of change. This evidence shows that our world is severely suffered by persistent conflict and lack of durable peace. Understanding how conflict can be managed, utilized, and transformed is critical to promote more peaceful resolutions and responses at local and global level. Therefore, the study of causes and consequence of conflicts, methods and techniques conflict transformation and peace building via comprehensive theoretical and practical research endeavors and teaching learning is becoming essential. The study of conflict and peace is getting prime importance at global stage with the coming of critical schools of peace, conflict and conflict resolution which are calling for widening and deepening the essence of peace, and conflict and broadening the causes and actors in conflict which goes beyond the traditional statist and militarist schools.

The traditional schools viewed conflict and peace as inherently business of sovereign states only neglecting the role of non-state actors in causing, broadening, spoiling conflicts as well as their critical role in conflict transformation and peace building. Therefore, the issues of conflict, peace and security were reduced into the phenomenon of war and power politics characterized by militarism. And they defined conflict as externally induced in the form other states military aggression and hence the instruments of conflict prevention, management and peace building were via militarizing states to deter and defeat relevant enemies as peace building.

The statist militarized conception of conflict, peace and security, however, began to transform into critical, broader and deep understandings. Conflict is defined beyond militarism and aggression to include military and critically non-military causes like economic injustice, political repression, cultural violence, structural violence, identity and resource politics, state collapse, environmental challenges, fundamentalism and terrorism. Conflict transformation and peace building also defined as it goes beyond mere absence violent conflicts to include a comprehensive protection and empowerment of human rights, established constitutional democracy, sustainable development and justice, inclusive nation-building, sustainable common national and international security, and so on. Furthermore, the critical schools also calling for redefinition of the state, traditional power holder, to be not only peace builder and security guarantor but also in some cases it could be spoiler and peace abuser, and hence the responsibilities for conflict transformation and peace building mutually to be shoulder between state and non-state actors.

In Africa in general and Horn of Africa in particular, conflicts are continuing to flare in post-1990s, as before, expressed in the form of state collapse and anarchism (Somalia), gross humanitarian crisis (Rwanda 1994). Moreover, the region is known by state fragmentation, interstate wars, migration and refugee crisis which all are caused by absence of sustainable peace as well as functional economic and security integration. The continuing conflicts in our region are necessitating rigorous research and peace education with the objectives of critically understanding the causes, natures, actors and dynamics of the vicious cycle of violence and conflicts. The objective of the program is therefore, rigorous understanding of conflicts, developing comprehensive tools and techniques of conflict prevention, management, and transformation/peace building though integrating the indigenous and modern mechanism of conflict transformation/peace building.

Opening master's program in peace and conflict studies in Mekelle University thus will have profound positive impacts because of the following reasons:

First, the program is the first as program and in its kind in the northern part of Horn of Africa though the region is center of known for persistent and intractable conflict.

Second, the issues stated above is necessitating rigorous research and advanced teaching learning to understand the structural causes, natures and actors of conflicts, to integrate and mainstream the indigenous and modern conflict transformation and peace building mechanism. Therefore, the program and students are uniquely endowed with numerous research issues of intra and interstate conflicts, social changes and movements, migration and refuge crisis, liberation armed struggles, trans-border resource and identity based conflicts, nation-building experiments and challenges, local resource and communal conflicts, expansion small and lights weapons, gender role in peace and conflict studies etc.

Third, the Department of Political Science and International Relations in its expansion plans into a viable research postgraduate studies in particular and Mekelle University's vision and mission to be a center of excellence and research are motivating factors to open the program and train value of peace education and culture of peace which will play a critical role in conflict prevention and management as well as peace building.

### 3. PROGRAM STRUCTURE

This master's program is based on both module work and the submission of a thesis. Accordingly, the module work of the program is structured in to four major parts. These are the Research Methods module, the General Subject Area modules, the Specialization Area modules and the Thesis.

### 4. PROGRAM AIMS

In general, this program aims at broadening and deepening learner's knowledge, skill and attitude about peace, conflict and security. Based on this, the program also specifically aims to:

- Equip solid foundations of major theoretical approaches in peace and conflict studies, and their application to the analysis and transformation of contemporary conflicts,
- Acquire a solid understanding of methodologies and tools for the study of conflict analysis, conflict mapping, conflict transformation and peace building mechanism as applied to Africa, Horn of Africa and Ethiopia and;

- Help students develop their critical academic writing and reasoning as well as skills and techniques peace and conflict research via providing them a research-active teaching environment in their study of discipline.

#### 4. Professional and Graduate profile

##### 4.1 Professional Profile

The master's program in Peace and Conflict Studies, graduates will work in public and private sectors such as different governmental and non-governmental institutions and will serve as:

- Consultants on areas relating to peace building and negotiations in different issues
- Politico-policy and conflict analysts and advisors on strategic regional and international issues
- Experts in culture of peace and peace education
- Experts in conflict management, conflict resolution and conflict transformation through negotiations
- International civil servants in intergovernmental and non-governmental organizations at national , regional and international levels
- Researchers/Research practitioners on peace and conflict dynamics etc

##### 4.2 Graduate Profile

The primary mission of the M.A program in Peace and conflict Studies is to produce well-trained professionals with the required capability to help and serve humanity in general and their country in its endeavors to achieve its sustainable development objectives in particular. Thus, the program is expected to produce graduates who have:

###### 4.2.1 Knowledge and understanding to:

- Develop an in-depth understanding of the nature of contemporary nature of conflicts, transitions from war to peace, and challenges of post-war peace building
- Apply advanced concepts and theoretical approaches within Peace and conflict studies, and evaluate the strengths and weaknesses of these approaches in a wide range of different contending contexts
- Examine and articulate the means and processes through which states, international organizations, territorial non-state actors and professionals mobilize support and resources in detection of conflict environment in achieving peace building goals
- Analyze to an advanced level the complex and changing roles of state actors, non-state actors, and individuals in the context of contemporary peace-making, peace-keeping and peace building as well as conflict dynamics

- Understand how different theoretical positions in Peace and conflict Studies tend to be associated with different substantive concepts, methodological positions, research strategies, research methods and underlying philosophical positions

#### 4.2.2 Skills to:

- Advanced skills relevant to the field of mediation, conflict prevention and analysis, whether as practitioner or researcher
- Integrate, analyze and articulate complex political ideas
- Challenge perceived explanations of topics and controversies in international politics, with special reference to Peace and conflict studies
- Convene, reclaim and synthesize information from a number of different sources in order to understand the complexities of the issues underpinning contemporary Peace and conflict Studies
- Make evidence based judgments based on legitimate theoretical reasoning in line with practical loom on the ground
- Differentiate among theoretical, empirical, and normative statements in writing about and discussing Peace and conflict Studies
- Characterize advanced abstract concepts used in the analysis of Peace and conflict Studies, and utilize them with scenario-building dynamism
- Interpret the intentions of conflict actors, conflict entrepreneurs and political actors along with the targets of their actions, and the possible responses to these actions
- Place potential individual's threat on peace in the wider context processes of conflict change/dynamics

#### 4.2.3 Values and attitudes to:

- Recognize, respect and engage with those who do not share their own socio-political and economic values
- Engender written materials that indicate in a precise and honest manner their own work contribution and its attribute to others

### 5. Admission and Graduation Requirements

#### 5.1 Admission Requirements

Admission into the Master's Program in Peace and Conflict Studies requires the approval of the Department (DPSSS) and will be effective according to MU University legislation and MoSHE.

##### 5.1.1 Academic Requirements

The applicant for the Master's program must have a Bachelor's Degree from accredited institutions of higher learning in either of Political Science and International Relations, Political Science and Strategic Studies, Federal Studies, Peace and Security, Law, Philosophy, and other

related fields. He/she must pass an entrance exam administered by the MoSHE General Admission Test. Senior undergraduates from accredited universities or colleges requesting admission to begin graduate studies immediately upon graduation may be allowed to apply and/or sit for entrance examination administered by the department. The student's CGPA at the end of the first semester of his/her final year must be at least 2.75. Candidates will be eligible to apply for admission if they have obtained a Bachelor's Degree in related fields of studies.

#### 5.1.2 Non-Academic requirements

The Department may, for special requirements, set appropriate restrictions such as an age limit but subject to approval by the DC. The Department may also set work experience requirements after the Bachelor's degree but subject to approval by the DC.

#### 5.2 Enrolment and registration

Graduate students are required to register at the beginning of each semester. Students who fail to maintain continuous registration without officially withdrawing from the program shall be considered to have dropped out of the program. If they wish to resume their study, they must submit a readmission application to the Office of the Registrar. The Department Graduating committee based on the rules and regulations in force at the time of readmission shall assess the application.

#### 5.3 Graduation Requirements:

The candidate is expected to complete the module work successfully with a minimum CGPA of 3.00 before proceeding to the thesis.

Each student is required to select a research topic for the thesis in not later than the end of the second semester of the first year. All thesis topics require the approval of the Program, and students cannot register for the thesis without such approval from the Program. At the beginning of the first semester of the second year, each student will have to register for the MA thesis, which will be completed by the end of the second semester of the second year.

The thesis shall be an original research carried out by each student under the supervision and guidance of the student's principal advisor. The thesis must meet the general as well as the specific requirements set by the program.

An examining board set up by the Program /Department examines each completed thesis which the candidate will undergo an oral examination. The candidate is permitted to graduate only if his/her thesis is graded "satisfactory" or above. The department will also appoint the student's principal thesis advisor.

The rules governing the format and submission of each completed thesis shall be in accordance with the provisions of the program.

Generally, a candidate who fulfills the requirements put down in this program and the University legislation, and whose research study and examination results are judged to have sufficient merit, shall be recommended by the College Council to the University senate through the office of the Registrar, for graduation and the award of appropriate credentials by the University.

## 6. Degree Nomenclature and Award Requirements

The degree graduates of this program shall be called "Master of Arts in Peace and Conflict Studies". The Amharic translation of this shall read as: “ግ.ግ.ግ.ግ ግግ ግግግግ ግግግግግ ግግግ ግግግ”

The award is given upon fulfillment of the following two requirements, subject to approval by the University Senate:

1. Passes with minimum grades of "B" in average in the modules taken in the post-graduate program and a cumulative grade point average (CGPA) of 3.00; and
2. Timely submission and successful defense of a thesis

## 6. Program of study

The program for Master of Arts in Peace and Conflict Studies consists of 30 credits (24 credits based on module work and six credits thesis/research) taken over a two years period.

### 6.1 Module work

The module work (30 credits) is to be concluded at the end of the first semester of the first year study. Students will take four modules in each semester during their first year study. The modules will help students lay the groundwork for their thesis research, acquainting them with an understanding of the research design, theories and practical research skills that may be applied to the research and writing of their thesis. Beginning the second year, students mainly concentrate on researching and writing their MA thesis.

#### 6.1.1 Modes of Delivery

The education aims are to be achieved through combination of digital and non-digital methods. It includes lectures, case studies, and simulation scenarios, class discussions/seminars, student presentations, analyzing case studies, and methodology workshops. Teaching will be complemented by a supervision system, and a general lecture series delivered by professional academic and non-academic speakers. In line with these modes of deliveries, students are also required to undertake online learning system.

Regarding the Thesis that will be completed by students, it is required to be grounded in specialized Thesis workshops where students will receive appropriate research training tailored to their Thesis in Peace and Conflict Studies.

## 6.1.2 Evaluation strategies and grading system

### (a) Evaluation Strategies

Evaluation is the collection and interpretation of data to make judgment about the worth of learning in the area. It requires at least two things: Information about the status, and identification of criteria with which to compare the results.

The following techniques will be used to assess student learning.

- Independent work by students
- Instructor's observation of presentation, written assignments etc and feedback from the instructor on student's activities
- Tests and examinations
- Individual and group assignments
- Project work
- Research reports
- Review of relevant documents

## 6.1.3 Grading system and status

Grading system of the post-graduate students will be effective according MU legislation grading

Letter Grade	Grade point
A	4.00
A-	3.75
B+	3.5
B	3
B-	2.75
C+	2.5
C	2
C-	1.75
D	1
F	0.00

### 6.1.3.1 Academic probation and dismissal

At the end of each semester, the department will examine the case of each candidate who failed to maintain the minimum CGPA requirement of 3.00 (letter grade B in average). The inquiry shall attempt to determine why the candidate failed, and whether there is valid reason the candidate will meet the required academic standards in the future. A candidate may be placed on optional probation, if, because of this inquiry, it is determined that valid reasons exist to justify that the candidate can meet the required academic standards at the time of graduation.

When a candidate is placed on probation, he/she shall be notified by the program coordinator of his/her status and what is expected of him/her by way of academic performance in the future.

The student shall also be informed about what restrictions or requirements are stipulated by the probation and what the consequences will be of failure to meet these conditions.

A first year graduate student is subject to dismissal without first being placed on probation if his/her performance falls below 2.50 after the first semester results. Any first year graduate student who achieves a first semester GPA between 2.50 and 3.00 shall be placed on probation. Students on probation shall be subject to dismissal if they fail to achieve a semester GPA of 3.00 in the subsequent semester.

If, however, a student on probation for the first time achieves, during the next semester, a SGPA of 3.00 or above but his CGPA falls below 3.00, the program may place the student on final probation if it finds that there is a reason to believe that the student will attain a CGPA of 3.00 or above in the next semester.

A student placed on probation for the second time shall be dismissed if he/she fails to achieve a CGPA of 3.00 in the next semester. The Program shall provide any necessary advice to students. No candidate subject to dismissal may expect optional probation as a matter of right.

#### 6.1.3.2 Repeated Modules

Students may only repeat selective modules if their grade average result is lower than “B”. No module may be repeated more than once. Grades obtained on a repeated module shall stand as they are.

#### 6.1.3.3 Withdrawal and readmission

Candidates in good academic standing wishing to discontinue their study due to various convincing reasons must complete an official withdrawal form and submit three copies. Unless there are compelling reasons, official withdrawal must be completed within 30 days of the discontinuation of classes. A candidate who fails to comply with this requirement will only be eligible for readmission if he/she has good cause for failing to meet the deadline.

Candidates suspended by the Program qualify for automatic registration as soon as they have served the term. A candidate may be readmitted only when withdrawal is effected because of one of the following:

- i. if the candidate cannot pursue his study because of medical reasons proven by a valid certificate
- ii. if the university is unable to carry out the relevant program and advises the candidate accordingly
- iii. if the candidate is unable to continue due to unexpected and unavoidable event other than those outlined above

A candidate who wishes to withdraw for reasons mentioned above must formally request the Program stating his/her reasons for withdrawal and the duration of absence sought. The petition must be accompanied by supporting documents such as a medical certificate. The Program shall permit readmission by taking into account the availability of facilities in the program, even where the withdrawal was made as per the procedures laid down in this program.

A candidate who withdraws from the graduate program without the approval of the concerned body shall only be eligible for readmission upon the submission of compelling reason for not securing prior approval. When withdrawal is effected with the approval of the Program, a copy of the official withdrawal form submitted to the Office of the Registrar shall be accompanied by the minutes of the meeting of the Program in which permission for withdrawal was granted. Withdrawal made with the Program's approval does not imply automatic readmission whenever it is sought. The length of absence and the number of places available shall be taken into account.

#### List of Modules Sequence by semester and credit hours

S.no	Module Code	Module Title	Credit Hours	Credit points/ ECTS	Total Hours
Year I: Semester I					
1	PECOS-601	Theories of Peace and Conflict Studies	03	05	135
2	PECOS-602	Research Methodology in Peace and Conflict Studies	03	05	135
3	PECOS-603	Conflict Transformation and Peace-Building	03	05	135
4	PECOS-604	Human Rights and Peace Studies	03	05	135
Year One: Semester II			12	20	540
5	PECOS-605	Identity Politics and Nation-building in Africa	03	05	135
6	PECOS -606	Gender, Conflict and Peace	03	05	135
7	PECOS -607	Sustainable Development and Environmental issues	03	05	135
8	PECOS -608	Contemporary Issues in Peace and Conflict Studies	03	05	135
Year Two: Semester one and Semester Two			12	20	540
9	PECOS -609	Thesis (Year two both Semesters)	06	10	270
Total Credit			30	50	1350

#### 7. Duration of the study

The program leading to MA in Peace and Conflict Studies covers four semesters and shall consist of module work and thesis. The first two semesters are allotted for module work and the

third and fourth semesters for thesis. Participants in the MA program must attend full time. One module/two modules will be offered each day for approximately three hours each. Block teaching will be implemented.

## 8. Module Description /Modules and their Descriptions

The following modules are indicative of those offered on this program. The Research Methods module and Theories of peace and conflict studies module are pre--requisites for the other modules. Satisfactory completion of all the modules is also a pre-requisite to start working on (or register for).

### 8.1 MA CURRICULUM IN PEACE AND CONFLICT STUDIES (PECOS) INCLUDES THE FOLLOWING MODULES

1. Theories Of Peace and Conflict Studies
2. Research Methodology in Peace and Conflict Studies
3. Conflict Transformation and Peace Building
4. Identity Politics and Nation-Building In Africa
5. Human Rights and Peace Studies
6. Gender, Conflict and Peace
7. Sustainable Development and Environmental Issues
8. Contemporary Issues In Peace and Conflict Studies
9. Thesis

#### PECOS-601: THEORIES OF PEACE AND CONFLICT STUDIES

A theory of peace and conflict is one core course in the masters of peace and conflict studies. This course is basically develops a wide-range understanding of key theoretical frameworks, perspective and approaches in peace and conflict studies and enable students to understand the relevance of this theoretical knowledge in to practical field. In addition to this, this course provides theoretical and conceptual foundations of peace and conflict as a field of study, looking at political, social and economical dynamics. Furthermore, the course emphasizes the macro and micro theories of peace and conflict, broadening an understanding about several concepts of peace and conflict. This course explores theoretical explanations for peace and conflict and provides a critical analysis of conflict resolution, post-conflict peace building, values of peace and old and emerging challenges of peace at local and global level. In general, the module will equip students about the conceptual foundations and theoretical dynamics of peace, conflict, and security, so that they will develop knowledge capacity on how to map out potential conflicts, analysis context, actor, causes and dynamic complexities and ultimately to build theoretical capacities renovating potential and actual windows of opportunities for conflict transformation and sustainable peace building.

#### PECOS-602: RESEARCH METHODOLOGY IN PEACE AND CONFLICT STUDIES

This course examines in detail about theoretical and conceptual foundation of research, research methods and formulating problem. It presents an overview of theoretical paradigms in research, the meaning and parts of a theory, the various perspectives in research and why we need research, the research methods both qualitative and quantitative in data collection analysis, and the use of the case study method. In addition to this course explores deep understanding the meaning of scientific method in research, methodology in research, writing research proposal and perspectives of research.

The module will build on the philosophy of science to formulate assumption and implications in peace and conflict research, to define research areas and issues, to develop methods and techniques for peace building and conflict transformation research. Moreover, the module also reviews the traditional research assumptions, methods, techniques and tools, and intends to integrate into critical schools and indigenous techniques/mechanisms, and ultimately develop a comprehensive and transformative of research methods and methodologies for the contemporary peace and conflict studies.

#### **PECOS-603: CONFLICT TRANSFORMATION AND PEACE BUILDING**

This is a compulsory course in M.A degree in peace and conflict studies. This programme offers deep understanding to conflict transformation and peace building. This course enables students to develop comprehensive understanding of key issues conflict resolution, violence mitigation and approaches to post conflict peace building. This course provides wide-ranging understanding to various theories and practices essential to conflict prevention, conflict resolution, conflict management and promoting peace building at local, national and global level.

This module provides students with in-depth understanding of the addressing causes of conflict and fostering peace building in conflict torn areas. Hence, this course concentrates about political dynamics of peace-making and Peace-building after war and armed conflict. Recognizing that interstate war, civil wars and armed conflicts have lasting transformative political and social effects, the module addresses processes of forging peace and post-war stability studying international peace building strategies, domestic political strategies as well as their interactions.

The aim of this module is therefore to familiarize with the concepts of conflict and peace, conflict prevention, management, resolution and transformation as well as peace-making and

building. It also aims at critically reviewing the traditional and critical theories, methods, and tools of conflict prevention, management, resolution and transformation, conflict analysis and mapping. Moreover, the module also intends to dig out and integrate the indigenous conflict prevention and transformation mechanisms to modern tools. As a result students will be engage in mapping and analyzing conflicts and contribute to the institutionalization of sustainable peace, democracy and development. Furthermore, this course focus both on theoretical and empirical material, the module analyses how peace is being forged at the local and national level, focusing on the interaction dynamics between international peace building and domestic politics.

#### PECOS-604: IDENTITY POLITICS AND NATION-BUILDING IN AFRICA

This course is emphasizes the nature of identity politics and process of national building from political historical perspectives. The greater Horn of African can be viewed as the existing litmus paper of state formation and nation building challenges which are basically rooted in identity politics and its resultant dynamics including failed or failing, centralized, federalized states of contradictor in their nature. As a result of those factors the state makers are struggling for the achievement of the project of “nation-state of becoming”. The politics of identity and nation building in the Horn is also characterized by predominance of the paradoxes of assimilationist, accommodationist or national oppression and secession/irredentist thoughts manifested in the form of peaceful and violent armed struggles in almost all states of the region. The violent natures of the struggle for freedom, equality and unity to change all forms of imposed centralization and violent fragmentations make the nature and character of states and their nation-builders mutually interventionist and antagonist lacking to establish viable economic, security and political communities.

This module is, therefore, to scholarly diagnosis the essence of identity politics, state formation and nation-building, armed struggles and post conflict/war political transitions or reversal, constitutional engineering and reengineering in recognizing and accommodating the contradictoriness of existing identity politics and transformation of nation buildings in light of the orthodox and critical thoughts of identity politics, state formation and nation building ,and conflict transformation as to be applied in eastern Africa in particular and Africa in general. The come is thus students will be rigorously read academic materials related to the module and

conduct research papers so that to provide transformative solutions for peaceful nation building and regional integration.

#### PECOS-605: HUMAN RIGHTS AND PEACE STUDIES

In current time, global interdependent world, issues of human right protection and empowerment and peace studies are dominant agendas of state and non-state discourses. This course highlights in academic inquiry and practical wisdom in human rights and peace building. Furthermore, it focuses in learning excellence the integration of human rights and peace and to engage communities in the transformation towards just peace. This course explicitly focuses on theories and practice of human rights at local and global level. The center of discourses and debates are on how to develop inclusive legal and political frameworks for human rights protection and empowerment, to establish international regime that can support weak national and regional governments/communities to building capacity to prevent potential humanitarian crisis. The international regime is also aspires to establish international legal, political and security frameworks and norms of the responsibility of international community to Protect citizens of states from their repressive regimes' systematic violation of rights. Therefore, the objective of this module is examined the legal, political, economic and security norms developed by state and non-state actors in the dynamics of human rights and human security and their implication in conflict and peace studies.

#### PECOS-606: Gender, Conflict And Peace

Gender is mainstreaming issue in the context of building culture of peace and expanding peace education for a number of reasons. This course discovers the intersections and interrelationships of gender, culture of peace and peace education, and the consequences of gender inequality to the achievement of culture of peace. The course explores the theoretical and practical contributions women activists, peace researchers and educators have made toward understanding the role of gender in peace building and peace education. The issue of gender and gender is cross-cuttingly evolving concept of becoming an agenda of discourses in peace, development and legal frameworks. This course is to provide participants with broad analytical skills, first-hand knowledge, and unique expertise in the area of conflict and peace as viewed through the lens of gender and with an understanding and mastery of gendered approaches to conflict management and transformation. The use of the concept in academia has been remaining less

comprehensive and critical in its actor analysis narrowly female, issue and causes analysis development oriented (reproductive and productive). In current interdependent world and the evolving conflicts rebellion, revolutions, migration and refuge crisis, the issue of gender is beyond development to comprehensively integrate the role of gender in conflict prevention, management and transformation (peace building). This programme has been designed to nurture critical thinking abilities, foster research skills, and to provide with the knowledge and skills needed to be an intersectional scholar who is being mindful of the gendered dimensions to promote culture of peace and peace education. This module is to look into triangular relations of gender, culture of peace and peace education. It also aims at studying the role of women (as actors and victims) in armed struggles, revolution and post conflict demobilization and reintegration as well as normalization and peace education and peace building with special focus to the Horn of Africa and ultimately to mainstream gender based approach in building culture of peace conflict and peace education .

#### PECOS-607: SUSTAINABLE DEVELOPMENT and ENVIRONMENTAL ISSUES

In the present day, global society has particularly over the course of the last century so become increasingly characterized by systemic interconnections and interdependencies between different dimensions and domains, as well as across multiple scales. This course explores the intersection between development, environmental issues, democracy and security either in developed or fragile societies around the world. It concentrates the interplay of development, environment, security and governance issues from different theoretical perspectives and approaches. In addition to this, the course emphasis on debate about the theories and policies of development, democracy, governance and security from different dimensions

This module examines the conceptual and practical separation and integration as well as their circular and linear cause-effect relationships of development, environment, democracy and security as applied to peace and conflict studies. The objective of the module is to clarify conceptual inclusiveness and exclusiveness of development, democracy and security/peace, and their practical complementarities in ensuring sustainable and established peace, development and democracy. The Horn of Africa in particular and Africa in general are still remaining as centers of recurrent conflicts due to the absence of realist and compatible development policies, inclusive democracies and comprehensive security frameworks which in turn aggravates the

complexities of evolving conflicts. As a result pervasiveness of small and lights weapons, environmental challenges and droughts, migration and refugee crisis, civil wars and interstate conflicts, election and post-election violence, piracy and terrorism are becoming the defining feature of the continent. Therefore, the module aspires to develop a comprehensive framework for compatible application of the concepts in peace building and conflict transformation.

The environmental and climate security delves a unique perspective on critical issues facing our world today and equips students with broader knowledge and skills needed to promote environmental sustainability and identify approaches that comprehensively address the climate problems. This course intends to comprehensive understanding about environmentally induced conflict and climate security. This program allows students to analyze the impact of environmental stress and climate change on human livelihood, health security and ecosystem fragility. It also enhance their knowledge and capacity to design policies and strategies that reduce the threats that arises from environmental degradation, climate change and ever emerging competition over resources at local, national and global level. In addition to this, this course intends students to prepare with deep theoretical and conceptual understanding and applied skills to address the complex challenges of environment and climate in tandem. In this program, students examine the causes and consequences of environmental based conflict, environment conflict management and mitigating climate crisis impact on peace. Recognizing the intricate nature of linkages between environmental conflict and climate security this section introduces a theoretical framework meant to guide the examination of the governance challenges associated with incorporating climate, peace, and security considerations into governance systems for climate adaptation.

#### **PECOS-608: CONTEMPORARY ISSUES IN PEACE AND CONFLICT STUDIES**

The module introduces students to some of the key contemporary issues in the field of peace and conflict studies. This course explore series of contemporary trends, emerging issues and dynamics in peace and conflict studies Issues discovered typically include patterns of global security challenges, emerging peace challenges and new security threat. Moreover, this course will uncover the patterns, trends and changing global conflict issues. contemporary issues in Peace and conflict studies often involve an exploration of the interconnections among such issues as technological warfare, cyber based security attack, poverty, violence and non-violence,

individual and overall security, hunger, discrimination, human rights, war and justice, freedom, and the human community.

#### PECOS-609: PEACE AND CONFLICT THESIS

In order to complete the MA degree in Peace Studies and Conflict Studies, students are required to write an independent MA thesis. The thesis topic should be one that will further the student's educational development and enable the student to pursue independent research. Students writing a thesis are expected to conduct their thesis preparations in intense consultations with their advisor. Preparations include specification of the thesis topic, development of the draft thesis, choosing appropriate methods, research and/or practical work, study trips (if necessary), work in archives, and other required activities.

The research part of the program leads to MA thesis, which, at the end of the duration of the study, must be publicly defended and approved by the examining committee appointed by the Program/Department. The Thesis is intended to be an independent academic work of required standards, and one, which has not previously been presented to any university for an award of degree.

##### 6.2.1 Selection and approval of thesis title

Candidates in the graduate program shall present a two-page form indicating the topic of their thesis, in consultation with their supervisors and submit the form to the program coordinator at the end of their module work. The Program makes decisions on the acceptance or rejection of research topics and assigns individual advisors at the end of the module work. MA candidates will present their proposal during their first seminar at a time scheduled by the Program. Candidates are required to present their preliminary findings at least seven weeks before submitting their final thesis. Unless otherwise specified by the Program, final copies of student thesis should be submitted to the program coordinator at the end of the second semester of the second year.

##### 6.2.2 Format of the thesis

The thesis format shall follow the guidelines set by the Program.

#### 10. Submission of thesis

No candidate may be permitted to submit a thesis less than one academic year from the date of registration except with special permission from the Program. A candidate may submit his/her thesis any time after the end of second year first semester but no later than two semesters after

the completion of module work with the exception of candidates who are granted time by the Program.

#### 10.1. Procedures for examination and submission of thesis

When a candidate, after conferring his/her supervisor, gives notice of his readiness to submit the thesis, the Program shall designate an examining board. The board shall consist of three members including the candidate's advisor.

Thesis shall be submitted to the Program at least two weeks before the date of defense. The Program may assign external examiners from other universities and institutions in Ethiopia and abroad. A sufficient number of copies of the thesis shall be submitted for defense to the office of the Program Coordinator including copies to be distributed to each member of the examining board and one copy to be kept in the office of the Program Coordinator.

Within two weeks after the date of the defense, the student must submit (i) an original copy accompanied by approval sheets signed by all members of the examining board (ii) four hard copies of the original and (iii) a soft copy of the thesis. All copies shall remain property of the University.

#### 10.2. Thesis presentation and defense

The Program coordinator shall announce the thesis topic, venue and time of the defense ahead of time and the process of thesis presentation. The defense shall, unless otherwise required by justifiable circumstances, be open and public. The Program's Graduating Council shall assign the person presiding over the thesis presentation and defense. The examining board decides to accept or reject the thesis after defense.

##### 10.2.1. Accepted thesis

- I. Accepted with no change or minor changes: A thesis is accepted if no changes or minor changes are recommended by the board.
- II. Accepted with recommendations for significant changes: A thesis with merit may be accepted with recommendations for substantial changes which are to be made to the satisfaction of members of the examining board or its designate. The examining board shall include in its report a brief outline of the nature of the changes required, justification as to why the change is needed and indicate the time by which the changes are to be completed. A copy of such recommendations shall be given to the candidate.

##### 10.2.2. Rejected thesis

A thesis shall be rejected if:

- i. The work is found by examining board not to have met the required standards.
- ii. The work is judged as plagiarized by the examining board

- iii. The work has already been used to confer a degree from this or another university. However, this shall not preclude the candidate from submitting such work, provided enough extra work has been done to expand the scope and depth of the subject.
- iv. The Program shall decide on the dismissal or suspension of the candidate whose thesis has been rejected due to plagiarism. The Program may also impose other disciplinary measures.

### 10.3. Report of examining board

The examining board shall submit a report of the examination including the rating and reasons for the rating.

#### 10.3.1 Purposes and functions of the external examiner

The purpose of the external examiner is to ensure that students qualifying for the degree measure up to the academic expectations of other academic institutions in Ethiopia and abroad.

#### 10.3.2 Selection and appointment

The Program shall recommend the appointment of external examiners. Appointments are made by the program Coordinator and are approved by the Graduating Council. The appointment of external examiner requires the submission of biographical data including academic achievements, publications and professional experience to the Council. In approving an external examiner, the Council shall ascertain the following:

- i. The external examiner shall command authority in the study program and in all cases must have an academic rank of at least assistant professor or equivalent. Expectations shall be approved by the Council on a case by case basis.
- ii. An external examiner, in general, must be external to the faculty, colleges and institutes of the University. Exceptions shall be approved by the Council on a case by case basis.
- iii. Former staff members of university departments may only be invited to be external examiners after a lapse of at least two years.
- iv. The same external examiner may not be appointed for more than three consecutive years. An external examiner may be re-invited after a lapse of two years.
- v. External examiners from outside the higher education system, example professional outside higher education sphere may be invited if appropriate in certain circumstances.

#### 10.3.3. Participation in assessment procedures

The external examiner, as full member of the board of examiners, shall be present at all examiner meetings where significant decisions are required to be made in his/her area of specialization. The views of an external examiner are particularly decisive in the case of disagreements on the marks to be awarded for a particular unit of assessment. The signature of an external examiner shall be appended to the final results of the candidate as evidence that he/she accepts the results. External examiners shall give comments on the assessment process and the schemes for marking.

#### 10.4.Reports

External examiners shall write official reports at the end of their visits which will be available to the concerned Program. The reports shall include observations on teaching processes, module structure and content.

The external examiner shall submit a report to the Program's Graduating Council. The report shall be sent to the Academic Vice President (AVP), the Graduate Programs Coordinator, and Dean of the college and copied to the Program Coordinator. The Program Coordinator and the Dean of the college shall have the responsibility of ensuring that the recommendations are considered and necessary actions are taken.

#### 10.5.ACADEMIC STAFF PROFILE

The Department of Political Science and International Relations has the following active academic Staffs

s.no	Name	Academic Rank	Academic Background
1	Abraha Tesfay	Assistant Professor	B.A. in Political science and International relations and M.A in Peace and security studies
2	Assefa Leake	PhD	B.A. in Political science and International relations and M.A in International Relations
3	Birhane Habtie	M.A	B.A Political Science and International Relations M.A in public policy
4	Debrework Techane	M.A	B.A. in Political science and International relations and M.A in International Relations
5	Fre Alemshet	Assistant professor	B.A in History M.A in federalism
6	Gebrehiwot Hailemariam	Assistant professor	B.A. in Political science and International relations and M.A in Peace and security studies

7	Gebregwergis Teklay	Senior Lecturer	B.A. in Political science and International relations and M.A in Peace and security studies
8	G/Medhin G/Michael	Senior Lecturer	B.A. in Political science and International relations and M.A International relations
9	Hagos Mezgebe	Senior Lecturer	B.A. in Political science and International relations and M.A in Political Economy
10	Mahder Abrha	Senior Lecturer	B.A. in Political science and International relations and M.A in Political Economy
11	Mehari Yohannes	Senior Lecturer	B.A. in Political science and International relations and M.A in Development studies
12	Meressa Tsehaye	Associate Professor	B.A. in Political science and International relations and M.A in Peace and security studies
13	Rahel Maegel	Assistant lecturer	B.A in Political science and strategic Studies
14	Seife Hailu	Associate Professor	B.A. in Political science and International relations and M.A in Public policy
15	Solomon G/Yohans	PhD	B.A. in Political science and International relations and M.A in Governance and Development
16	Yemane G/Michael	PhD	B.A. in Political science and International relations and M.A International relations PhD in Political Science
17	Yemane Zeray	Associate professor	B.A. in Political science and International relations and M.A International relations
18	Yohannes Mamo	Assistant professor	B.A in Development management and M.A in Federalism
19	Gezae Desta	Assistant professor	B.A. in Political science and International relations and

			M.A in Peace and security studies
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Appendices

Appendix A

MA Thesis grading description

Guidelines for the thesis format

### I. Introduction

MA students of this Program are required to write a thesis as a partial fulfillment of the requirements for a Master's Degree in Peace and Conflict Studies. In consultation with their respective advisors, students select topics for their thesis after completing the module work. The Department Council approves the topic and thesis proposal of each candidate. Once the proposal is approved, students work with their respective advisors until the defense and submission of their final thesis.

These guidelines are to assist the students and the supervisors on the correct format, procedure and rules to follow in preparation, writing, submission and defense of the thesis.

### II. Typing Considerations

- 1) The thesis must be typed on one sided, A4 size paper
- 2) The line spacing must be 1.5
- 3) The text must be printed in 12 font size
- 4) There must be a margin of 3.5 cm on the left side of the page to allow for binding, a margin of 1.5 cm on the right hand side and 2.5 cm at the top and bottom of the page
- 5) Pages should be numbered consecutively and the page number should be entered and appear at the bottom of the page
- 6) The thesis must be a maximum of 120 pages, including the preliminary pages (title, abstract, table of contents, acknowledgement etc) and bibliography, annex/appendix.
- 7) Decorations such as flowers or stars are not allowed on the cover, title or other pages if they are not part of the thesis.

### III. Organization of the thesis

If approved by the supervisor and examining board, the following format should be used:

#### A. Preliminaries

- 1) Cover page
- 2) Title page
- 3) Approval sheet for the board of examiners to sign
- 4) Acknowledgments

- 5) List of tables (if any)
  - 6) List of figures or maps (if any)
  - 7) Abstract
- B. Text of the thesis
- 1) Introduction/Background
  - 2) Literature review
  - 3) Method
  - 4) Findings/Results
  - 5) Discussion
  - 6) Summary, conclusions and recommendations
  - 7) References/Bibliography
  - 8) Annex/Appendix (if any)
  - 9) Signed declaration Sheet

#### IV. Brief description on the elements of a thesis

##### 1. Cover page

The title of the thesis should be capitalized. The student's/candidate's name should appear below. Note that titles summarize the main idea of the paper.

##### 2. Title page

At the top, type "Mekelle University, School of Graduate Studies, Department of Political Science and Strategic Studies" on three separate lines. "A thesis submitted to the School of Graduate Studies of Mekelle University in partial fulfillment of the requirements for the Degree of Master of Arts in Peace and Conflict Studies. The whole page should be symmetrically arranged. Write the month and year of the thesis submission at the bottom.

##### 3. Acknowledgement

Give credit to individuals and organizations that made significant contributions to the development of the thesis. Acknowledgement may include your respondents/subjects, supervisors, sponsors or experts who assisted you with data analysis. Acknowledgement should not exceed one page.

##### 4. Table of contents

The table of contents tells the reader about the organization of the thesis and on which page a particular section starts. List the major headings and sub headings. If not too long, third level headings (sub-sub-headings) are acceptable.

##### 5. Abstract

The abstract should summarize the overall content of the thesis. It should be brief, informative and provide a good summary of the whole report. It should be legible, understandable, well organized and self-contained the abstract should also indicate the findings and the methodology and methods of data collection employed to conduct the study. Descriptions, not more than five key words, can be included below the abstract.

## V. Main body of the thesis

The main body of the thesis usually consists of the following chapters: Introduction, Literature Review, Methodology and methods of data collection, Findings/Results, Discussion and conclusions.

### 1. Introduction/background

This chapter usually includes the problem (subject, issue and topic) of interest and tells why the study was done, the magnitude of the problem, gaps to be filled, the objectives of the study and the organization of the thesis. A review of the literature should be limited in this section. Sometimes, the research questions, hypothesis/assumption (if any), operational definition of terms and the limitation of the study are also stated. This often happens when the literature review is part of the introduction or the first chapter.

### 2. Literature review

This chapter is where you present the history and findings of earlier works (books, journal articles, manuscripts, etc.). Citation of and giving due credit to researchers is part of scientific and professional work. Avoid non-essential details and emphasize pertinent findings, relevant methodological issues and major conclusions. Demonstrate the logical continuity between previous works and your work, and indicate the gaps to be filled. Keep in mind that the literature review describes the theoretical perspective and critically summarize previous findings related to your research problem. If you do not have separate introduction chapter, you should state the rationale for your study, research questions, and hypotheses at the end of the literature review chapter. Thematically organized sub-sections are commonly used in this chapter.

### 3. The methodology and methods of data collection

The methodology and methods chapter describes, in detail, how the study was conducted. Students should briefly explain the design (descriptive, correlational, experimental etc), the population, the participants/subjects, and the apparatus (tools) used. It is important for students to clearly describe the method used.

### 4. Result/Findings

This chapter should present the data collected and analysis made. Briefly state the main findings and then mention all relevant results/observations, including those that run counter to your hypotheses or expectations. Use tables and figures when needed and label them clearly. Note that tables and figures must have numbers and titles. The title must be precise and must reflect the contents in the table or of the figure.

Actual reporting and interpretation of the data by organizing the results around your research questions, objectives or sub-themes would be helpful.

### 5. Discussion

In this chapter, students interpret the implications of their findings with respect to the original questions/assumptions. Similarities and differences between the student's results and the work of others should be pointed out. Students are free to examine, interpret and qualify the results as well as to draw inferences from them. Avoid polemics, triviality and weak comparisons. A student may remark on certain shortcomings of the study and/or make speculations about the practical or theoretical implications of the study. Note that when the thesis or manuscript is short, the discussion chapter can be combined with the findings chapter.

#### 6. Conclusion and recommendations

Conclusions involve bringing closure to the interpretation of the data. All loose threads should be tied together and what has been accomplished should be indicated. Support the conclusion with data (of your own and the literature). Indicate if the assumptions are supported, research questions are answered, etc. finally; it would be helpful to the readers, researchers, and policy/decision makers if you make some recommendations (at least for further study).

#### 7. References

References must be chosen judiciously and cited accurately. Support your statements and assertions by citing credible works. All citations in the text (body of the thesis) must appear in the reference list, and all references must be cited in the text. Be careful of using too many internet sources- if necessary, ensure of the sources are credible.

Students are advised to use the American Psychological Association's (APA) Publication Manual style. A sample reference writing style follows:

- A. Author's name, year of publication, title of article, title of the periodical/journal, volume, number, pages cited.
- B. Author's name, year of publication, title of the book. Place of publication: publisher.
- C. Author's name, year of publication, title of chapter, editor's name, Eds, title of the book/proceedings, pages cited, place of publication: publisher.
- D. Author's name, year of defense, title of the thesis/dissertation, unpublished doctoral dissertation/master's thesis, name of institution/location/city.
- E. Author's name, date, title of article, name of periodical (on-line). XX: Available: Specify path
- F. Author's name, date, title of full work (online). Available: Specify path.
- G. Interviewee's name, (personal or telephone interview), place, month, year.

Commas, underlining, italics, pages and brackets are important and students should use the standard format (APA style). Note that references are listed alphabetically by authors. Ethiopian authors should be listed by their first names. Avoid titles such as Ato, Dr. and W/o in citations and references.

#### VI. Appendix

Appendices usually include data related to the study that are too detailed or not significant enough to put them in the text such as very long tables and original research instruments of interest to some readers (e.g. questionnaire, a focus group discussion guide, pictures, letters )

#### VII. Signed Declaration

The last page of the thesis must contain a signed declaration by the candidate with the following statement: “This thesis is my original work and has not been presented for a degree at any other university, and that all sources of materials used for the thesis have been duly acknowledged”. A signature of confirmation by the supervisor will also be added on the same page.

#### VIII. Submission of copies

- A. Four copies of the thesis must be submitted to the Department Head’s office, one month before defense
- B. Five copies of the final thesis must be submitted to the Department Head’s office, one week after the defense, together with confirmation letter from the supervisor that final changes (if any) have been made according to the requirements of the thesis examining board.

#### IX. Thesis examination and grading

A thesis exam/defense session is conducted by an examining Board consisting of at least the supervisor and an examiner (internal or external). Each examiner independently scores the thesis (out of 75 points) and the oral defense (out of 25 points). The average score determines the mark the candidate receives. The thesis defense lasts for an hour.

The Board of examiners is expected to use the following marking scheme:

Excellent (85% and above): A thesis rated Excellent shall be a work that demonstrates a comprehensive knowledge of the subject area and addresses the learning outcomes/assessment criteria in full. Where relevant, it will show evidence of independent reading, thinking and analysis and strong critical ability. It will be well constructed and demonstrate a professional approach to academic practice. It will be of a professional standard.

Very good (75-84%): A thesis rated Very Good shall be a work that demonstrates strong knowledge of the subject area and addresses the learning outcomes/assessment criteria well. Where relevant, it will show evidence of wide and comprehensive reading and critical ability. It will be clearly written and adhere to the principles of good academic practice.

Good (65-74): A thesis rated Good shall be a Work that demonstrates a sound level of knowledge of the subject area and makes a good attempt to address the learning outcomes/assessment criteria, realizing all to some extent and some well. There will be evidence of thorough research of the topic(s) but some answers may not be complete or arguments sufficiently explored. It will be well -structured and logically written and will demonstrate good academic practice. Some critical ability will be evident

Satisfactory (50-64%): A thesis rated satisfactory shall be a work that demonstrates knowledge of the subject area and provides some level of response to the learning outcomes/assessment criteria but only realizes these outcomes and criteria to some extent and may not include important elements or information that is fully accurate. Where relevant, development of ideas

is limited but attempts will be made to analyze materials critically. Expression and structure may lack clarity and evidence of academic practice will be limited

Fail (less than 50%): A thesis rated fail is unsatisfactory work that demonstrates very limited knowledge of the subject area and which does not succeed in grasping the key issues. Learning outcomes/assessment criteria will not be realized. There will be no real development of ideas and critical analysis will be very limited. Presentation is confused or lacks coherence/ Work that demonstrates no real knowledge of the subject area and which demonstrates a totally inadequate attempt to address the learning outcomes/assessment criteria. No critical ability will be displayed.

Using these principles, quantitative grading can be done as follows:

- a. Content of the thesis: 75%
  - Problem formulation and methodology-30%
  - Data presentation and interpretation- 25%
  - Literature review- 15%
  - Format and overall organization-5%
- b. Defense: 25%
  - Presentation- 10%
  - Response to questions- 15%

#### X. Miscellaneous issues

1. During the defense session, 20 minutes will be allotted for the candidate's presentation and 40 minutes for comments, questions and responses. If necessary, the Board of examiners can add an additional 15 minutes.
2. Plagiarism is unethical and illegal. It is not only directly copying textual materials without acknowledgment, but it is also using other's ideas or findings without acknowledgement. A "Fail" grade will be awarded to plagiarized thesis and the candidate will be dismissed from the MA program as well as the University
3. The DPSSS will modify the guidelines when need arises and/or put it in line with university wide procedures, rules and regulations

## Appendix B

### Assessment and Feedback Policy

The assessment of students on Peace and Conflict Studies program shall be managed in accordance with the Senate legislation. This Policy supports the Regulations by highlighting the principles upon which assessment and feedback are based, thereby supporting staff, students and external examiners engaged in the assessment and feedback process.

#### 1. Information to students

Program teams/the coordinator should provide students with information about assessment and feedback and about aspects of the assessment and feedback process in program and

Module/module specifications and program handbooks. This includes information about good academic practice and academic misconduct.

Program teams should also provide students with information on where they can access other sources of advice and guidance around assessment and feedback. If a student is unsure of his/her responsibilities regarding assessment and feedback she/he should seek advice.

## 2. Scope of assessment and feedback

Assessment and feedback are integral to the Program's commitment to provide high quality learning and teaching. They are also integral to student achievement. Assessment and feedback should support a student's ongoing learning and development and the achievement of program or Module/module learning outcomes.

In accordance with our commitment to equal opportunities and equality and diversity, the Program will make reasonable adjustments to the Regulations where appropriate. Where study is interrupted as a direct result of a disability-related causes this should not unjustifiably impede a student's subsequent academic progress.

Assessment and Feedback strategies are agreed and reviewed during program approval and review procedures. These strategies will include information on how assessment and feedback will be structured and may include, for example: methods for the aggregation of marks and grades; rules relating to progression, final awards and classification; and the approach to be taken to the type and timescales within which feedback will be provided during and at the end of a Module/module

### 2.1 Assessment

Assessment has a double purpose. It is the summative process by which the University is able to confirm that a student has achieved the learning outcomes and academic standards for the module/module, Part and/or award for the program on which they are registered. It also acts as a strong formative tool to support and assist student learning and development.

The Department Council, in consultation with the Program Coordinator, is responsible for identifying someone to take overall responsibility for the security of assessments.

Assessment can take various forms, all of which are equally valuable. The assessment used for a Module/module, including its scheduling, volume and type, should be appropriate to its purpose and to the Module's/module's learning outcomes.

Information on the impact on assessment should be incorporated into the program and Module/module specifications and communicated to students.

#### 2.1.1 Assessment criteria and grade-related criteria

Assessment criteria and grade-related criteria together provide mechanisms by which the quality of a student's performance in an assessment can be measured. Both are descriptions of the skills, knowledge and attributes students need to demonstrate in an assessment, and are based on the intended learning outcomes associated with an assessment:

- Assessment criteria explain what a student needs to demonstrate in order to complete an assessment successfully. These provide the minimum requirement expected of students.
- Assessment criteria will differ according to the discipline, the type of assessment and the level of the students.
- Grade-related criteria explain what a student needs to demonstrate in order to achieve a certain grade or mark in an assessment. These enable students to be positioned within the overall set of marks available for an assessment.

Assessment criteria and grade-related criteria will be:

2. Linked to each other.
3. Used by markers.
4. Used to support the feedback process. Assessment criteria should be used to provide feedback on a student's performance whilst grade-related criteria provide a mechanism with which to relate feedback to grades. Grade-related criteria might support the provision of early feedback.
5. Used to aid transparency in the assessment process.
6. Written clearly and in language that makes them easy for students to understand.
7. Communicated to students prior to the assessment task.
8. Made easily accessible to students and provided in consistent versions.
9. Presented in the same format to both staff and students and provided to the markers of the assessment as part of the marking guidelines for that assessment.

Assessment criteria will also be:

1. Provided for each assessment task
2. Provided at an appropriate level for each assessment
3. Linked to the module/module learning outcomes that are being assessed through the assessment task

### 2.1.2 Marking and moderation

Marking may take various forms, including the use of anonymous marking and double or second marking. Double marking usually means that markers do not see each other's comments or marks whilst for second marking these may be made available to the second marker.

Moderation is used to ensure that an assessment outcome is fair and reliable. Moderation can also take various forms including sampling, additional marking of borderline cases or statistical review of marks.

Marking guidelines should be provided to all markers, moderators and external examiners and used to mark and grade assessments. This supports consistency and transparency. Marking guidelines consist of the intended learning outcomes the assessment is designed to assess; the assessment information; the assessment criteria; the grade-related criteria; and, if relevant, additional guidance that provides information on what should have been included in specific answers.

The program requires that:

- In addition to external examining requirements, more than one member of staff is normally involved in marking and moderation processes. This should ensure that no module/module mark is finalized on the basis on only one internal assessor's decision.
- Marking of examination scripts is anonymous. This is considered to be an appropriate means of avoiding claims of bias and demonstrating a commitment to equal opportunities and equality and diversity policies.
- Second marking or moderation of all dissertations or equivalent assessment tasks takes place.

The Department Council, in consultation with the Program Coordinator/Program Teams is required to determine appropriate marking and moderating mechanisms and the criteria for the identification of samples to be considered through the moderation process.

The Program also aspires that the use of anonymous marking for forms of assessment other than examinations should be encouraged where this is appropriate to the assessment type. The use of a statistical analysis of the distributions of marks both within and between modules, including their center and their spread, is also to be encouraged. Where possible, the Department Council should review the efficacy of their marking and moderation processes with the aim of considering the use of moderation at component level and should also review the weighting of individual assessment components.

### 2.1.3 Assessment Boards

Assessment Boards should operate in accordance with the Assessment Regulations. Information provided to Assessment Boards should be produced and presented in a consistent manner. Assessment Board decisions should be recorded and maintained in accordance with data protection requirements. Within those requirements, the decisions should be published as quickly as possible.

## 2.2 Feedback

Feedback should be provided to support students in their learning. Feedback will be provided on all assessed work (either formative or summative), including examinations, and on other relevant aspects of a student's performance and progress in a module/module.

### 2.2.1 Feedback on assessed work

This comprises a marker's comments on a student's performance in an assessment component. It should facilitate a student's understanding of his/her achievement in an assessment and should promote learning and self-reflection so that a student is provided with information to help him/her improve performance in subsequent assessments. Feedback may, for example, provide information on how the mark was derived, the extent of a student's success in meeting the assessed learning outcomes and an indication of areas for improvement in the future.

Feedback should be given on all assessments, including examinations, and may relate to the content of an assessment and/or assessment technique.

The type of feedback given will be informed by the nature and purpose of the assessment and the discipline, and as such will be linked to the task's learning outcomes, assessment criteria and grade-related criteria. Program Teams are responsible for identifying and implementing the most appropriate methods for providing feedback on assessed work, whilst considering an appropriate level of consistency in relation to how that feedback is perceived by students.

Consideration should be given to the type of feedback provided to students who are eligible to resist and the most appropriate mechanisms through which their learning can be supported.

It is noted that feedback should not be used as a basis for negotiation on marks but to enable a dialogue on ways in which to improve performance for the future. The process of providing feedback must be kept separate from the extenuating circumstances and appeals procedures.

Various types of feedback on assessed work exist. Some examples include:

- Individual or group verbal feedback
- Individual or group written and/or audio feedback
- Model answers and/or example solutions
- Previous assessment questions/papers/performances
- Generic feedback

### Timeliness of Feedback

- Students will normally be provided with feedback within three weeks of the submission deadline or assessment date. This will include a provisional grade or mark. For end of

module/module examinations or an equivalent significant task (e.g. an end of module project) feedback will normally be provided within four weeks; again, this will include a provisional grade or mark

- In light of the substantial nature of the work and associated internal and external marking processes, feedback on final year projects and dissertations may be provided after the final Assessment Board. The timescale for feedback on this component of work may therefore be longer than four weeks. Students must be advised in writing of the feedback timescale for this element of the program and the reasons why this is in place.
- Adjustments may be made where alternative turnaround times are integral to the nature of the assessment, or to accommodate University closures or staff absence due to religious holidays. Any adjustment should be approved by the Department Council, which will also be responsible for monitoring the impact of any adjustments on the student learning experience.
- In accordance with the Assessment Regulations and the statement provided to students in program handbooks, all marks will remain provisional until the end of year Assessment Board when internal moderation and external examiner scrutiny will have been completed.

The Department Council will oversee the effective implementation of the timeliness of feedback and associated data on turnaround times.

Students will be informed in writing of all submission and feedback dates. Students will also be informed in writing of any unforeseen delays in receiving feedback and the reasons for this.

### 2.2.2 Feedback on student performance and progress

This comprises any comments given to students regarding their performance and progress in a module/module to support their learning and academic development. This can take place in formal or informal settings, for example: in lectures or seminars; in personal tutorials; through the strategic learning environment; and during group or in-class activities. Where possible, some form of feedback should be provided in the first term of an academic year.

This type of feedback can relate closely to feed-forward. Feed-forward comprises information to students which is similar to feedback but is provided in advance of an assessment task to support student learning and development prior to completion of the assessment. Feed-forward is considered to be an important mechanism for supporting student learning. Where used it should support, rather than replace, the provision of feedback.

### 2.3. Academic misconduct

Cases of alleged academic misconduct will be managed and considered in accordance with the Assessment Regulations and Disciplinary Regulations. The Program actively pursues all cases of suspected academic misconduct. This safeguards the integrity of the University awards as well

as the interests of the majority of students who work hard for their award through their own efforts. Decisions on the severity and extent of misconduct are matters of academic judgment.

Plagiarism, cheating in an examination, collusion, impersonation, falsification or fabrication, duplication or self-plagiarism, ghosting and disruption are non-exhaustive types of academic misconduct.

Academic misconduct does not include instances of poor academic practice, which can be dealt within the assessment criteria. Where poor academic practice has been identified markers should use the ordinary marking procedures to provide the student with an appropriate mark for their performance. They should also provide the student with feedback on how to improve academic practice; where relevant informing the student if there is a concern that his/her academic practice might result in a charge of academic misconduct in the future. Information on the opportunities for training in good academic practice should also be provided. Where a student commits poor academic practice on more than one occasion they must take part in training in good academic practice.

Technologies may be used to support academic judgment in cases of suspected academic misconduct, for example: to investigate suspected cases of academic misconduct already identified via other means; or to check the work of a whole cohort or a defined sample of students. The reports arising from these technologies should only be used as evidence if they are subject to academic interpretation and accompanied by a short written analysis of the results.

### Appendix C

#### Thesis and Defense Evaluation Form

Candidate's Name: \_\_\_\_\_

Thesis Title \_\_\_\_\_

\_\_\_\_\_

#### A. PAPER (75%)

1. Clearly stating the research problem (10%) \_\_\_\_\_

2. Literature review (10%) \_\_\_\_\_

3. Originality (15%) \_\_\_\_\_

4. Methodology (10%) \_\_\_\_\_

5. Analysis and finding (10%) \_\_\_\_\_

6. Discussion and conclusion (10%) \_\_\_\_\_

7. Format and overall organization (5%) \_\_\_\_\_

Sub Total \_\_\_\_\_

#### B. ORAL PRESENTATION AND DEFENSE

1. Presentation (10%) \_\_\_\_\_

2. Response to questions (15%) \_\_\_\_\_

Sub Total \_\_\_\_\_  
Grand Total \_\_\_\_\_  
Examiner's Name and Signature: \_\_\_\_\_ Date \_\_\_\_\_

Appendix D

Thesis Topic Submission Form

Graduate students in Peace and Conflict Studies are expected to identify topics of interest for their respective MA thesis at the end of their first year study. Accordingly, students are expected to complete this format at the end of the second semester in their first year study. This will help the Department in the identification of thesis supervisors/advisors.

1. Name (print) \_\_\_\_\_
2. Tentative topic/title  
\_\_\_\_\_
3. Briefly describe what the problem/issue is  
\_\_\_\_\_  
\_\_\_\_\_
4. Objective of the study ( write only up to four objectives)
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
5. Main research questions (write only up to four questions)
  - (a) \_\_\_\_\_
  - (b) \_\_\_\_\_
  - (c) \_\_\_\_\_
  - (d) \_\_\_\_\_
6. Planned research method and techniques of the study  
\_\_\_\_\_  
\_\_\_\_\_
7. Population, sampling procedures and study site(s)  
\_\_\_\_\_  
\_\_\_\_\_
8. Identify at least two references  
\_\_\_\_\_  
\_\_\_\_\_

9. Please list down the names of two or three supervisors whom you would like to work with

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

10. Signature \_\_\_\_\_ Date \_\_\_\_\_