

**PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION**

1. Programme title and designation	MA Understanding and Securing Human Rights		
2. Final award	M Level		
3a. Nested awards			
3b. Exit awards	Postgraduate Diploma		
4. Level in the qualifications framework	M (Level 7; 2 nd cycle)		
5. Credit value for the programme and for each nested/exit award	120 /180	ECTS equivalent: 60 / 90	
6. Attendance			
	Full-time	Part-time	Distance learning
Mode of attendance	Yes	Yes	N/A
Minimum length of programme	1 Year	2 Years	
Maximum length of programme	3 Years	5 Years	
7. Awarding institution/body	University of London		
8. Teaching institution	Institute of Commonwealth Studies		
9. Programme organiser and contact Details	Dr Damien Short damien.short@sas.ac.uk		
10. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines	M level descriptors of the framework for Higher Education Qualifications (2008), Criteria for Degrees (University of London), School of Advanced Study Quality Assurance Framework		
11. Date of production of specification	30th July 2010		
12. Date of programme review	28 May 2011		

13 Entry profile	
Academic criteria	
Aptitude tests, plus English language requirements	<p>Common European Framework (CEF): Master's applicants – level B2 Research applicants (MPhil/PhD) – level C1; or</p> <p>International English Language Testing Service (IELTS) test administered by the British Council: a minimum overall score of 7.0, and no less than 6.0 in each category (academic reading, academic writing, listening and speaking);</p> <p>Test of English as a Foreign Language (TOEFL): score of at least 610 in the paper-based test plus 5 in the test of written English, or a minimum score of 102 in the Internet based TOEFL test;</p> <p>Cambridge Certificate of Proficiency in English: a Grade C or above;</p> <p>Cambridge Certificate in Advanced English: Grade A</p> <p>University of Reading TEEP test of proficiency for academic purposes at level 7.5 and above;</p> <p>Trinity College English for Speakers of Other Languages (ESOL) at level ISE Level III; or</p> <p>Pearson Test of English (PTE): Master's applicants – minimum PTE score of 64 Research applicants (MPhil/PhD) – minimum PTE score of 76; or</p> <p>A first degree or MA in a relevant subject from an Anglophone country (ie where the majority of the inhabitants of that country or region speak English) or from a university in a non-Anglophone country where teaching, written work and examination were mainly in English.</p>
Other Language Requirements	None
Degree	Normally a minimum 2:1 in first degree or an equivalent qualification from overseas. International qualifications will be evaluated on the basis of guidelines from the National Recognition Information Centre (NARIC). Applicants who do not achieve this level may also be admitted at the discretion of the course convener, i.e. a lesser qualification could be supported by extensive work experience in a relevant field
Postgraduate degree	British and overseas postgraduate qualifications are considered.
Professional Qualifications	N/A

Non-academic criteria	
Community activities	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input checked="" type="checkbox"/> Desirable

Scholastic activities	N/A	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
General activities/interests (including potential award bearing)	N/A	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
Paid or voluntary work	Experience of 'human rights practice' work broadly conceived. This can include NGO work experience, either voluntary or paid. Human rights legal experience, or other related work experience, e.g. social work - so long as the candidate makes a suitable connection.	<input type="checkbox"/> Compulsory/ <input checked="" type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
Work shadowing/ observation	N/A	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
Specific employment requirement	N/A	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable

Interviewing policy	
Are interviews offered?	No
Are all applicants interviewed?	Only if borderline
Are all those made an offer interviewed?	No
What form does it take?	Meeting with the course convenor at the ICwS. Candidate is asked questions about their desire to study the MA and are asked to persuade us of their capabilities given the standards required.
What is considered at interview?	The candidate's interest in, commitment to, and knowledge of human rights.

14. Educational aims of the programme

i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme

The programme objectives are to prepare students to:

- 1) Develop analytical expertise in human rights perspectives, contexts and organisations.
- 2) Evaluate and apply this knowledge to different cases and practices.
- 3) Develop programmes of action and policies as appropriate.
- 4) Analytically compare human rights practice across different cultures and nation-states, recognising that interpretations and practices vary in different regions of the world.
- 5) Work effectively with the protection, promotion and implementation of human rights in a changing global context.
- 6) Take up careers in human rights work in civil society organisations, governments and the public sector and business.

15. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

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

Knowledge and understanding

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

1. Systematic and detailed knowledge and understanding of theoretical debates concerning the concept of human rights.
2. Systematic and critical knowledge and understanding of several important contexts of rights struggles and violations.
3. Critical awareness of current problems with securing human rights.
4. Systematic knowledge and understanding of key strategies that facilitate the promotion and protection of human rights.
5. Comprehensive knowledge and understanding of the key tenets of human rights law.
6. Detailed knowledge and understanding of social science research methods pertinent to the study of human rights.

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

Three weekly lecture sessions followed by class seminars where students undertake a variety of tasks and conduct group work.

These sessions utilise, where appropriate, a multi-media approach that can include video footage, documentary analysis and PowerPoint presentations.

Assessment:

The MA is assessed through essays and examinations, along with more innovative forms of assessment such as legal reports, a media project, mock funding proposal presentations and class participation.

Skills and other attributes

Intellectual skills:

1. Ability to deal with complex theoretical debates in human rights with an interdisciplinary appreciation.
2. Identification and solution of practical problems in securing human rights.
3. Systematic, creative and original application of international human rights principles and legal rules to complex factual situations
4. Formation of critically reasoned arguments and justifiable opinion.
5. Critical analysis and interpretation of human rights violations from an interdisciplinary perspective.
6. Critical evaluation of current methodology and knowledge in the legal areas chosen by the student with a view to developing critiques and formulating new hypotheses
7. Ability to devise a plan and structure for self-directed independent study and research.

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

Lectures, taught seminars, student led seminars, student preparation for seminars (in which students are expected to engage in independent reading and learning), discussion-based seminars, mock negotiations, mock adversarial trials, mock funding presentations and written NGO reports.

Assessment:

Assessed coursework and assessed dissertation.

Practical skills:

- 1) Ability to formulate conflicting theoretical ideas and principles and to recognise their practical implications for human rights policy and practice.

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

Practical skills are a pervasive dimension of our

- 2) Capacity to access, construe and analyse materials from a range of interdisciplinary sources.
- 3) Ability to apply appropriate research methodologies to the study of human rights.
- 4) Ability to prepare and present funding proposals
- 5) Ability to engage in negotiations and adversarial debates in a coherent and thoughtful manner.
- 6) Ability to advance their knowledge and understanding of human rights through independent study and research
- 7) Ability to use interactive websites and other electronic sources.

teaching. Students learn these skills in lectures, taught seminars, student led seminars, student preparation for seminars (in which students are expected to engage in independent reading and learning), discussion-based seminars, mock negotiations, mock adversarial trials, mock funding presentations and media projects. Students also undertake internships with human rights organisations and are required to complete a short assessment of their placement experience.

Assessment:

Assessed coursework and assessed dissertation.

Generic/transferable skills:

- 1) Ability to structure and communicate ideas effectively both orally and in writing
- 2) General personal management, developing the ability to work independently, with good time management, taking personal responsibility and using initiative.
- 3) Sound ability to use electronic communication technologies for learning and to research particular problems.
- 4) Effective team work and ability to collaborate with others to achieve common goals.
- 5) Ability to make decisions in complex and unpredictable situations.

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

Our teaching generally promotes these transferable skills throughout. Students learn these skills in lectures, taught seminars, student led seminars, student preparation for seminars (in which students are expected to engage in independent reading and learning), discussion-based seminars, mock negotiations, mock adversarial trials, mock funding presentations and work experience gained through the internship.

Assessment:

Assessed coursework, assessed dissertation.

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

In the absence of a benchmark statement for human rights, the programme has been informed to a large extent by the M-level descriptors of the Framework for Qualifications in Higher Education. At the Masters level, the analytical skills of graduates should be developed in relation to research evaluation and judging research, assessing the merits of competing theories and explanations, and in synthesising and applying theoretical and empirical arguments to specific human rights concerns. A student's ability to reflect upon his/her accumulation of knowledge and to apply it to complex situations is a critical feature of study at the Masters' level.

The Programme has also been informed by sections 2.1 and 2.2 of the Criteria for Degrees of the University of London.

17. Programme structure

Please complete the following table
Code = code of each module available for the programme
Title = title of each module available for the programme, plus its credit level and credit value
Status = please indicate whether the module is core (Cr), compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), (P) professional (i.e. module testing skills/competency that has no credit level or value but is a professional body requirement) or optional (O) for each type of programme. For postgraduate programmes use the "single honours" column
Pre-requisite/Co-requisite = where appropriate please indicate whether the module is pre-requisite to another module or co-requisite by noting pre or co and the module code that it is pre/co-requisite to.
Assessment = please indicate in broad terms the assessment for the module eg written examinations, coursework
 (Note: the availability of optional modules may vary slightly from year to year; the following are the modules available at the commencement of the programme)

17a Number of introductory, core, compulsory and optional modules to be taken in each year of the programme, with the related credit values.

Year	Introductory		Core		Compulsory		Optional	
	No.	Credit	No.	Credit	No.	Credit	No.	Credit
1					MTUHR 20 (10 ECTS)		MTUHR2 20 (10 ECTS)	
					MTTRA 20 (10 ECTS)		MTTRA2 20 (10 ECTS)	
					MTSHR 20 (10 ECTS)		MTSHR2 20 (10 ECTS)	
					MTDIS 60 (30 ECTS)		MTRHR 20 (10 ECTS)	
							FTLHR3 20 (10 ECTS)	
2								

- 17b Range of permitted credit levels 7
- 17c Maximum number of credits permitted at the lowest level n/a
- 17d Minimum number of credits required at the highest level..... **220 (110 ECTS)**
- 17e Progression and award requirements (if different from the standard) standard
- 17f Maximum number of credits permitted with a condoned fail. **20**

17g Other relevant information to explain the programme structure:
Students must take 3 compulsory modules in the Autumn term and choose a minimum of 3 from 5 taught options in the spring term. The compulsory dissertation will commence in the summer term.

Programme Structure Table

Notes:

- 1) **Status:** Core(Cr), Compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), or Optional (O)
- 2) **Progression:** Module required for year to year progression (Y); module required for completion of award (N)
- 3) **Assessment:** List assessment components in broad terms
- 4) **Pre-requisite:** Module is pre-requisite to another module
- 4) *Availability of optional modules may vary from year to year. The listed modules are those available at the commencement of the programme.*

Code	Title	Credit	Credit	Status for each type of module		Pre-requisite/ Co-requisite (please note the module code)		Assessment
		Level	Value	Single	Joint	Single	Joint	
MTUHR	Understanding Human Rights I	7	20 (10 ECTS)	Cp		NO		exam and coursework
MTUHR2	Understanding Human Rights II	7	20 (10 ECTS) 0	O		NO		exam and coursework
MTSHR	Securing Human Rights I	7	20 (10 ECTS)	Cp		NO		coursework
MTSHR2	Securing Human Rights II	7	20 (10 ECTS)	O		NO		coursework
MTTRA	Translating Human Rights into Law I	7	20 (10 ECTS)	Cp		NO		coursework and class participation
MTTRA2	Translating Human Rights into Law II	7	20 (10 ECTS)	O		NO		coursework and class participation

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FTLHR3	Politics of Human Rights in Latin America	7	20 (10 ECTS)	O		NO		coursework
MTRHR	Researching Human Rights: Social research Methods	7	20 (10 ECTS)	O		NO		coursework
MTHRI	Human Rights Internship	7	40 (20 ECTS)	O		NO		report and experiential learning
MTDIS	Dissertation	7	60 (30 ECTS)	Cp		NO		12,000 words

18. Marking criteria

Alpha-numeric Grading Scale

The following grading scheme will be applied to all coursework and exams.

Grade	Level	Percentage
A+	Distinction	75%
A	Distinction	72%
A-	Distinction	70%
B+	Merit	68%
B	Merit	65%
B-	High pass	63%
C+	High pass	60%
C	Low pass	57%
C-	Low pass	54%
D+	Low pass	51%
D	Fail	48%
D-	Fail	45%
F	Fail	42% or less

The internship is marked pass or fail (P or F).

Assessment of Written Work

In assessing written work, we will examine the quality of:

- 1) analysis and understanding (including the persuasiveness and originality of arguments);
- 2) research and referencing (including the extent of research and conformity with the Harvard referencing system (author-date-page numbers; see, for example, <http://libweb.anglia.ac.uk/referencing/harvard.htm#3.14>));
- 3) organisation (including overall structure, clarity of introduction, and proper use of paragraphs with topic sentences); and
- 4) writing skill and style (including grammar, punctuation, and spelling).

The combined mark for the taught element (six taught modules) of the MA equals 120 credits or 60 ECTS (75% of the overall MA mark). The dissertation counts for 60 credits or 30 ECTS (25% of the overall MA mark). Students are permitted to take extra optional modules, over and above that needed to gain the MA award, to obtain more credits. The final MA qualification from the University of London will register one of the following marks:

Pass with Distinction (grade A- and above)

Pass with Merit (grades B and B+)

Pass (grades between D+ and B-)

Fail (grade D and lower)

Written work does not have to fit all the criteria to fall into any particular marking category.

Distinction (Range: A- to A+): A mark in this range indicates that the work is of an excellent standard for the current level of your degree programme. The work will exhibit excellent levels of knowledge and understanding comprising all the qualities of merit-level work stated below, with additional elements of originality and flair. The work will demonstrate a range of

Programme specifications MA Understanding & Securing Human Rights.

critical reading that goes beyond that provided on reading lists. Answers or essays will be well-written and include independent argument that demonstrates awareness of the nuances and assumptions of the question or title. Essays will make excellent use of appropriate, fully referenced, detailed examples.

Merit (Range: B to B+): A mark in this range indicates that the work is of a good to very good standard for the current level of your degree programme. Work of this quality shows a good level of knowledge and understanding of relevant course material. It will show evidence of reading a wide diversity of material and of being able to use ideas gleaned from this reading to support and develop arguments. Essay work will exhibit good writing skills and good organisation (with appropriate use of footnotes). References and the bibliography will conform well to the Harvard referencing system. Arguments and issues will be illustrated by reference to well documented, detailed and relevant examples. There should be clear evidence of critical engagement with the objects, issues or topics being analyzed.

High Pass (Range: C+ to B-): A mark in this range indicates that the work is of a satisfactory to very satisfactory standard at the current level of your degree programme. Work of this quality will show clear knowledge and understanding of relevant course material. It will focus on the essay title or question posed and show evidence that relevant basic works of reference have been read and understood. The work will exhibit sound essay writing and/or analytical skills. It will be reasonably well structured and coherently presented. Essay work should exhibit satisfactory use of footnotes, references, and bibliography.

Low Pass (Range: D+ to C): A mark in this range indicates that the work is of an acceptable standard at the current level of your degree programme. Work of this type will show limited knowledge and understanding of relevant course material. It will show evidence of some reading and comprehension, but the essay or answer may be weakly structured, cover only a limited range of the relevant material or have a weakly developed or incomplete argument. The work will exhibit weak essay writing or analytical skills. It may be poorly presented without properly laid out footnotes, references and bibliography.

Fail (Range: F to D): A mark in this range indicates that the work is below or well below the standard required at the current level of your degree programme. It indicates weak work of an inadequate standard. The work may suffer from being too short, poorly organised, or poorly directed at the essay title or question asked. It will show very limited knowledge or understanding of the relevant course material and display weak writing and/or analytical skills. Essay work may exhibit no clear argument, very weak spelling and grammar, very inadequate or absent footnotes, references and/or bibliography, and/or major factual errors.

For a distinction, a student must have an overall average of A- or above across all six modules and the dissertation, including a mark of A- or above on the dissertation and on at least one taught module. For a merit, a student must have an overall average of B or above across all six modules and the dissertation, including a mark of B or above on the dissertation and on at least one taught module. For a pass a student must have an overall average of D+ or above across all six modules and the dissertation, including a mark of D+ or above on the dissertation and on at least one taught module. A student has to achieve a pass on the dissertation in order to pass the MA overall.

Students may be required to withdraw from the MA where failing marks render it impossible for them to attain the MA. For example, if a student has failed all three taught Units, he or she will not be permitted to write a dissertation.

In calculating all marks and final qualifications, we will round up or down to the nearest alpha-numeric grade, to align with the grading scale as given on page 16. To reach an average grade for a module, the alpha-numeric grades are converted to their numerical equivalent and a weighted numerical average is calculated. This process is repeated to reach the overall taught average.

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**PROGRAMME APPROVAL FORM
ADMINISTRATIVE INFORMATION**

1. Programme name: MA Understanding and Securing Human Rights	2. Programme code (for Registry use only): MTCHR
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3. JACS code
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4. Estimated intake	
Low fee	High fee
35	10

5. Campus
Senate House

6. Duration	
When will the programme start (give month and year)	September
Does the programme run: Sept – Jun, Sept – Sept, Jan – Dec, other (please specify)	Sept-Aug
Are there any other entry points to the programme and if so when	At the start of each term under ECTS system
Are any years of the programme longer than standard, if so please give details	No
	Yes No
Does the programme follow standard term dates?	<input checked="" type="checkbox"/> <input type="checkbox"/>
If not, please state rationale for having non-standard dates?	
What are the proposed dates?	

7. Finance	
Major source of funding	Fee Income
Should the fees be billed at the programme or unit level?	Programme
Level of fees if different from the standard level in the School's fee schedule	Standard Fees