

COURSE SPECIFICATION

Course Aim and Title	MSc Humanitarian Interventions by Distance Learning
Intermediate Awards Available	PG Cert, PG Dip
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Psychology
UCAS Code	N/A
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	N/A
Additional Versions of this Course	PG Certificate Humanitarian Interventions, PG Diploma Humanitarian Interventions
Date Specification Last Updated	May 2019

Course Aims and Learning Outcomes

This course is designed to give you the opportunity to:

Aim 1): Promote awareness of psychosocial aspects within any field of Humanitarian work internationally.

Aim 2); Raise awareness of the different contexts that affect psychosocial well-being and access to appropriate services.

Aim 3) Introduce you to different types of intervention, in recognition that most of the services provided through humanitarian agencies are delivered in response to crises or emergencies, are time limited and rely on the engagement of local populations. Intervention skills include those of engagement, development of trust, facilitation, enabling and the identification of a process by which information can be accessed, shared and evaluated.

Aim 4): Help you to be capable of making successful, responsible and useful contributions in the humanitarian field or the third sector through greater awareness of the implications of different contexts and the use of psychosocial intervention

The focus of psychosocial intervention for this course is the collaboration with different groups to facilitate understanding of different psychosocial needs. Groups include beneficiaries; aid workers; volunteers; staff; managers; partner organisations and stakeholders, all of whom require safety, security and good psychosocial support in order to facilitate the successful completion and evaluation of projects internationally.

What you will learn:

Knowledge

- Demonstrate a systematic understanding and critical awareness of the key assumptions underlying differing approaches to international humanitarian work in disparate social, cultural and organisational contexts, and the problems within these.
- Demonstrate originality in the application of knowledge relating to how contextual factors influence people's access to and take up of a variety of resources and opportunities that influence their wellbeing; and problems related to these.
- Demonstrate a systematic understanding and critical awareness of the key assumptions underlying differing approaches to engaging with and delivering psychosocial Intervention.

Thinking skills

- Critically evaluate the significance of structural inequalities and the repetition and reinforcement of discrimination and disempowerment at individual, relational and organisational levels.
- Critically evaluate the way organisational and group factors influence organisational development and culture.

Subject-Based Practical skills

- Exhibit the ability to provide interventions within a system with complex issues.
- Demonstrate sound judgements in the absence of complete data within the intervention.
- Communicate their conclusions clearly to specialist and non-specialist audiences.

Skills for life and work (general skills)

- Deal with complex issues both systematically and creatively involving different contexts in their work internationally.
- Exercise initiative and personal responsibility when assessing and intervening in different contexts; including showing adequate regard for the impact of different contexts upon themselves.
- Demonstrate self-direction and originality in tackling and solving problems.
- Act autonomously in planning and implementing tasks at a professional level.
- Deal with complex issues both systematically and creatively involving organisations and groups in their work internationally.
- Exercise initiative and personal responsibility when delivering interventions; including showing adequate regard for the impact of this work upon them.
- Use creativity in solving complex problems.

Learning and Teaching

Knowledge is developed through

- Guided reading
- Knowledge-based activities with feedback
- Online discussions and activities

Thinking skills are developed through

- Reflective activities with feedback
- Online discussions and activities

Practical skills are developed through

- Individual and group activities with feedback
- Research skills-based activities with feedback

Skills for life and work (general skills) are developed through

- The demands of distance learning studying
- Planning activities with feedback
- Reflective activities and online group interactions

Assessment

Knowledge is assessed by

- Coursework
- Essays

Thinking skills are assessed by

- Coursework
- Project work

Practical skills are assessed by

- Project work
- Portfolio completion

Skills for life and work (general skills) are assessed by

- Project work
- Group work

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.
The Course is delivered by Distance Learning ONLY.

The module structure of this course:

Level	Module Code	Module Title	Credit Weighting	Core/Option
7	GC7907	Psychological Aspects of Humanitarian Intervention (Mental Wealth)	30	Core
7	GC7908	Assessing, Planning and Intervening during and after disaster and conflict	30	Core
7	GC7404	Research Methods and Dissertation 1	30	Core
7	GC7405	Research Methods and Dissertation 2	30	Core
7	GC7910	Individual Group and Organisational support for IDPs and Refugees	30	Optional (recommended)

7	GC7920	Perspectives on individual wellbeing (Term 1 and 2)	30	Optional
7	GC7921	Coaching theory and practice (Term 1, 2 and 3)	30	Optional
7	GC7922	Flourishing within organisational systems (Term 2 and 3)	30	Optional

The overall credit-rating of this course is 180 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The duration of this course is one calendar year full-time if enrolment is in September, and two calendar years part-time. For February enrolment, the duration becomes 15 months full time, and 27 months part-time.

The time limit for completion of a course is four years after first enrolment on the course.

Further Information

More information about this course is available from:

- The UEL web site (www.uel.ac.uk)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.