

Subject Benchmark Statement of Higher Education in Conflictology
Level II of Higher Education
Level VII of the National Qualifications Framework

I. Introduction

The Subject Benchmark Statement in Conflictology is the standard of academic education, which defines minimum requirements of the learning outcomes necessary for granting the qualification for the II level of educational programmes in the field of Conflictology; furthermore, it defines teaching-learning and assessment approaches necessary for the achievement of those learning outcomes.

Validity period of the Subject Benchmark Statements is 7 years.

The title of the benchmark in English - Subject benchmark Statement of Conflictology.

The aim of the Subject Benchmark Statement of Conflictology is to promote the development of the master's (second-level) educational programme of conflictology, student mobility, international recognition of the awarded qualifications, the development of international standards, their professional employment, inclusion in the conflict management and analysis research programme. The Subject Benchmark Statement of Conflictology describes the knowledge, skills, responsibilities, and autonomy that a student will acquire upon completion of the Master's degree programme in Conflictology.

It is recommended to introduce the present Subject Benchmark Statement in Conflictology to:

- I. The academic, invited and administrative staff of the higher education institution involved in the development and implementation of the educational programme;**
- II. People who are interested in studying conflict management and analysis, and researching specific cases related to conflict resolution in order to acquire knowledge, skills and relevant competence upon completion of the master's educational programme in conflictology;**
- III. Students interested in Master's educational programme in Conflictology at the local and international level;**
- IV. Employers who want to have information about the competencies of graduates of the master's educational programme in conflictology; education experts, who are periodically tasked with assessing the compliance of the educational programme of conflictology with accreditation standards.**

This Subject Benchmark Statement should be shared and maintained by all institutions of higher education which implement the educational programmes in conflictology. The detailed content, teaching-learning and assessment methods of the Master's programme in conflictology are determined by each higher education institution, in compliance with all laws in Georgia.

Depending on the Subject Benchmark Statement, the compliance of the master's educational programme of conflictology can be monitored periodically, based on the valid accreditation standards and assessment procedures.

The basis for the updating of the Subject Benchmark Statement in Conflictology is bringing this document in compliance with the national qualifications framework and the employment market requirements.

II. Description of the Field of Study

Conflictology studies the management of various types of conflict using systematic approaches: causes of origination, diagnosis, dynamics of development, settlement, regulation process, behaviour of opposing parties, various methods of conflict resolution and transformation, peace building.

Conflictology is an interdisciplinary field that covers various types of conflicts, including interpersonal, group, organizational, interstate, military, global, and local conflicts. The field of conflictology comprises the ways of conflict prevention, resolution, regulation and transformation, conflict management, analysis, peace building, post-conflict rehabilitation and others. The study, analysis and settlement of these types of conflicts are carried out by the following means: negotiation, facilitation, mediation, partnership, binding arbitration, multi-channel diplomacy, university diplomacy and other alternative methods. The programme of conflictology provides the study of the listed methods and their effective application in practice. It is important to carry out military research in relation to conflicts, which is not only related to the theoretical field, but also to the immediate practical field of conflict resolution.

The master's programme in conflictology provides knowledge about conflict management, analysis, transformation and resolution, which is an effective way of applying it in practice.

Due to the interdisciplinarity of the master's programme, the educational programme will admit individuals with a bachelor's or equivalent degree in different fields or with different career experiences, who share the main idea of contributing to the systematic resolution of conflict using peaceful means.

The programme of Conflictology is characterized by an interdisciplinary approach and is based on experiential learning. It develops students' analytical and practical skills needed to resolve all types of conflicts, either interpersonal, local, interstate, regional, or global. The interdisciplinary programme of conflictology prepares students to work in a variety of organizations that include security, education, human resources, public administration, and more.

The educational programmes of Conflictology which study conflicts are closely related to various scientific disciplines. The analysis and management of conflicts relies on data from different sciences, therefore, the programme uses data from such fields as sociology, political science, international relations, law, psychology, history, cultural studies, defense and security studies, economics, etc.

Due to their interdisciplinarity, the educational programmes of Conflictology can include courses and conflict research topics from the following related disciplines: sociology, political science, psychology, law, military studies, economics, etc. It is impossible to talk about conflictology, a broad system of studying conflicts (which includes various types of conflicts and the main essence of which is the study of the behaviour of opposing parties, diagnosis and the process of their regulation) apart from these fields. Accordingly, based on the interdisciplinarity and content of the educational programmes of conflictology, its detailed field of study should be determined as - 0388 interdisciplinary, which includes social sciences, journalism, information management.

III. Learning Outcomes

The learning outcomes provided by the subject benchmark statement are aimed at acquiring/developing the knowledge, skills and values that are required from a student upon completion of the relevant cycle. The Subject Benchmark Statement defines the minimum mandatory learning outcomes. Taking into account its own, and international practice, and modern achievements of the field, a higher education institution can determine other outcomes of the educational programme.

3.1. Learning outcomes required for obtaining the academic degree of Master in Conflictology:

A graduate:

- deeply analyzes the multifaceted, basic and systematic theoretical directions and problems in the field of conflict research and management; the complex issues of conflict analysis, regulation and resolution and the opportunities for practical activities;
- develops ideas for conflict resolution using the existing knowledge;
- processes empirical material using conflict research methods and analyzes conflicts independently;
- independently explains (interprets) and conducts fundamental and applied scientific or practical research;
- by summarizing new ideas based on knowledge, diagnosing the conflict situation, identifies the problem and, based on substantiated conclusions, looks for ways to solve the problem situation in a new way;
- based on the analysis of the information sought for practical or scientific work, and in compliance with the principles of academic integrity, prepares a written work/project and oral reports, and presents them to interested persons;
- engages in the resolution of real conflict and post-conflict situations, develops relevant recommendations;
- plans his/her own learning process purposefully, based on the needs of continuing further education, for the purpose of professional improvement, in relation to the changing environment;
- acts in accordance with the principles of professional ethics, spreads the values of peaceful coexistence;
- adhering to the principles of individual and team work, determines his/her own and others' learning needs, plans academic and professional development.

IV. Qualification to be awarded

Within the framework of the relevant master's education programmes in the field of study of Conflictology, graduates are awarded one of the following qualifications:

- a) Master of Humanities with the indication of detailed field of study (Master of Humanities in Conflictology);

- b) Master of Science with the indication of detailed field of study (Master of Science in Conflictology)
- c) Master's degree with the indication of detailed field of study (Master's degree in Conflictology).

The formulation of the qualification is determined based on the content, structure and goals of the educational programme.

If the master's educational programme corresponding to the field of study of Conflictology is focused on humanities and social sciences, on the theoretical study of cultures and the field in general, the qualification to be awarded can be formulated as a master of humanities in Conflictology;

If the goal of the programme is to develop the graduates' scientific, research and technical expertise skills, in this case the qualification can be formulated in the following form: "Master of Science in Conflictology".

A Master's qualification with a detailed field of study is awarded in programmes where the emphasis is on practice and the development of practical skills in the profession.

V. Teaching, Learning and Assessment

In order to achieve the goals and learning outcomes of the Master's educational programme in Conflictology, it is important to select relevant teaching methods and adequate methods for evaluating learning outcomes.

The teaching-learning and assessment methods are mainly based on the principles of student-oriented teaching. These methods ensure mastery of specific material and development of transferable skills.

Students can search for new information, process it analytically, draw conclusions independently, evaluate them critically and deepen their knowledge. When selecting teaching-learning methods, the requirements of the corresponding level of education should be taken into account. That is why it is important to focus on using problem- and inquiry-based learning methods, which will allow student to independently develop planning and implementation skills.

When teaching at the master's educational programme, great attention should be paid to two-way communication between the lecturer and the student, which implies the feedback on the part of the lecturer, which in the future will allow the student to define his/her own knowledge, skills and values. Students' assessment determines the achievement level of their learning outcomes, which is provided by the programme curriculum and course syllabus.

Students are assessed with a multi-component assessment, which is defined by measurable criteria. Student assessment is based on four main principles: objectivity, reliability, validity, and transparency.

The teaching-learning and assessment methods listed below are the most common forms, although they are of a recommendatory nature for higher education institutions. The master's educational programme in Conflictology may use only some of them, or add other methods.

When selecting teaching-learning and student assessment methods, it is important to achieve the learning

outcomes defined by this Subject Benchmark Statement. Teaching-learning methods should be in compliance with the level of education, the goals and content of a specific study course.

Depending on the specifics of the teaching course, teaching-learning methods should ensure the achievement of the learning outcomes provided by the plan / syllabus / module of the course, while the combination of existing teaching methods should ensure the achievement of learning outcomes provided by the programme. Teaching and learning methods should contribute not only to the acquisition of specific material, but also to the development of field specific skills.

The activities used in the teaching-learning process are complementary and compatible with each other. The academic and invited staff implementing the programme may use any of the activities listed below or any other activity, depending on the specific learning objective.

Teaching-learning methods:

- Induction, deduction, analysis,
- Working on a book;
- Written work;
- Verbal explanation;
- Demonstration;
- Case analysis;
- Independent study;
- Action-oriented teaching (IBD);
- Role-playing and situational games;
- Heuristic method;
- Team/Collaborative work;
- Discussion/Debates;
- Problem-based learning (PBL);
- Brain-storming;
- Project development;
- Independent Learning: (Preparation of essay, review of literature, report);
- Practical work (working in the work-groups, seminar, teaching practice, role games, simulations);
- Presentations;
- Electronic learning (learning via electronic resources);
- etc.

5.1. Student assessment, their components and methods

During the implementation of the master's educational programme in Conflictology, a student must be evaluated in accordance with the evaluation system approved by Order N3 of the Minister of Education and

Science of Georgia "On the rules for calculation of credits for higher education programmes" dated January 5, 2007. Assessment forms (independent, midterm and final assessment) envisaged by the plan/syllabus/module of each training course of the Bachelor's and/or Master's Degree Programme may include assessment components that define the evaluation of a student's knowledge, skills and competencies:

- Oral examination;
- Written examination;
- Verbal inquiry;
- Written inquiry;
- Homework;
- Theoretical work;
- Practical work;
- etc.

It is also possible to combine uniform assessment methods, such as:

- Test;
- Quiz;
- Open question;
- Essay;
- Demonstration;
- Presentation in Georgian and in a foreign language;
- Report;
- Written work;
- Questions-Answers;
- Completion of a practical assignment;
- Completion of a theoretical assignment;
- Performing a group assignment;
- Participation in discussions/debates;
- Case analysis;
- Role-play;
- Simulation;
- Activity during practical work;
- Demonstration of completed practical work;
- etc.

Evaluation criteria are defined by measurement units that determine the achievement level of learning outcomes. An essential component of the Master's educational programme in Conflictology is the

development of practical skills related to the learning outcomes of the programme. The specific model of the practical component, its content and form are selected by the HEI, taking into account their resources, infrastructure, content, vision and concept of the educational programme.

The practical component models are:

- the practical component built into the theoretical programme;
- independent practical course(s),
- active practice in various profile institutions (ministries of the relevant profile, mediation services, local and international governmental and non-governmental organizations, etc.);
- etc.

The practical component of the Master's educational programme in Conflictology mainly refers to the practical element embedded in the theoretical course. This does not exclude the use of other models. Thus, the practical component built into the theoretical course of the programme should be focused on the topic covered by the course and should have an intensive character. In this way, a student is involved in the practical activity from the very beginning of the programme and it is the basis for the transition from passive to active practice.

The Master's educational programme in Conflictology should ensure the development of scientific/research skills in students. In this regard, the courses for the development of the research component should be introduced into the programme. Quantitative and qualitative research methods, research design, etc. should be taught.

On completion of the programmes, a master's thesis must be produced using the research components. The defense of the master's thesis must be held in public and any attendee can participate in the discussion. The commission for the defense of works may include both the implementers of the programme and invited and external experts.

VI. Additional Information

The implementation of the Master's educational programme of Conflictology may be provided by qualified personnel working in the field of conflict regulation and management, who may also be representatives of other fields adjacent to the field of conflict research. This is conditioned by the interdisciplinary nature of the programme and the field (Conflictology). The implementers of the programmes can be the academic staff of HEI as well as invited staff with appropriate experience and competences. They should ensure sustainable, stable, effective functioning of the programmes and the exchange of results-oriented knowledge.

VII. Team Members Working on the Subject Benchmark Statements

7.1. Members of the Document Development Group

№	Name, Surname	Organization/Institution	Position
1	Guguli Maghradze	LEPL - Ivane Javakhishvili Tbilisi State University	Doctor of Psychology, Professor of the Interdisciplinary Direction of the Faculty of Social and Political Sciences
2	Ivanna Machitidze	N(N)LE - New Vision University	Doctor of Political Science, Head of the Department of International Relations, Associate Professor of International Relations at the School of Politics and Diplomacy
3	Nodar Tangiashvili	LLC British University in Georgia	Associate Professor
4	Tatia Chikhladze	LLC British University in Georgia	Doctor of Political Sciences, Associate Professor of the Faculty of Social Sciences, Head of the Information and Analytical Department of the Ministry of Internal Affairs of Georgia
5	Tinatin Karosanidze	LTD Tbilisi Free University	Doctor of History, Dean of the School of International Relations, Professor
6	Tamar Kiknadze	LTD Caucasus International University	Doctor of Political Sciences, Associate Professor, Head of the Doctoral Educational Programme "Political Science"
7	Vakhtang Maisaya	LTD Caucasus International University	Doctor of Political Science, Professor, Head of English- language Master's Educational Programmes of "International Relations and International Security" and "Global Politics and Security"

			Studies"
8	Sopo Chkopoia	LTD East European University	Doctor of Social Sciences, Associate Professor, Head of Master's Programme in Public Administration
9	Giorgi Tskhadaia	LTD Caucasus University	Doctor of Political and Social Sciences, Associate Professor of the School of State Management
10	Irakli Javakhishvili	LTD Sul Khan-Saba Orbeliani University	Doctor of Social Sciences, Head of International Relations Bachelor's Programme
11	Bela Kopaliani,	N(N)LE - St. King Tamar University of Patriarchate of Georgia	Doctor of Social Sciences, Specialist in organizing and coordinating scientific research Deputy Minister of the Autonomous Republic of Abkhazia in Justice and Civil Integration Issues.
12	Alexander Rusetsky	N(N)LE - St. King Tamar University of Patriarchate of Georgia	Doctor of Psychology, Professor Head of the Bachelor's programme in psychology
13	Tornike Shurghulaia	N(N)LE - St. Andrew First-Called Georgian University of the Patriarchate of Georgia	Doctor of History, Professor Head of International Relations programme
14	Maia Manchkhashvili	N(N)LE - St. Andrew First-Called Georgian University of the Patriarchate of Georgia	Doctor of Political Science, Associate Professor, Head of Bachelor's programme in International Relations
15	Revaz Jorbenadze	LEPL Ivane Javakhishvili Tbilisi State University	Doctor of Psychology, Professor of the Faculty of Social and Political Sciences, Head of Faculty Quality Assurance Department

16	Giorgi Mchedlishvili	LTD - European University	Doctor of History, Associate Professor
17	Nino Okhanashvili	LTD - European University	Doctor of Social Sciences, Assistant Professor
18	Omar Ardashelia	LEPL - Sokhumi State University	Doctor of History Professor of International Relations at the Faculty of Business and Social Sciences
19	Davit Zakaraia	LEPL- Sokhumi State University	Doctor of Philosophy, Assistant Professor of Political Sciences
20	Nino Chikovani	LEPL - Ivane Javakhishvili Tbilisi State University	Doctor of History, Professor of the Educational and Scientific Institute of Cultural Studies of the Faculty of Humanities, Head of the UNESCO Department of Intercultural Dialogue, Head of bachelor's, master's and doctoral programmes of cultural sciences
21	Vasil Kacharava	LEPL - Ivane Javakhishvili Tbilisi State University	Doctor of History, Professor of American Studies, President of the Georgian Association of American Studies, Head of the Institute of American Studies of TSU
22	Giorgi Gogsadze	LEPL -Ivane Javakhishvili Tbilisi State University	Professor of the Department of Public Geography of the Faculty of Social and Political Sciences
23	Nino Parsadanishvili	LEPL Ivane Javakhishvili Tbilisi State University	Doctor of International Law, Migration expert, Coordinator of University Scientific Grants Office

24	Mariam Gersamia	LEPL Ivane Javakhishvili Tbilisi State University	Doctor of Philology, Professor of interdisciplinary direction of the Faculty of Social and Political Sciences
25	Emilia Alaverdovi	Ltd. David Aghmashenebeli University of Georgia	Doctor of Social Sciences, Associate Professor
26	Nino Berikashvili	Ministry of Foreign Affairs of Georgia	Deputy Director of the Political Department
27	Irakli Svanadze	Ministry of Foreign Affairs of Georgia	Head of the Special Competitions Organization and Statistics Department of the Human Resources Management Development and Coordination Division of the Human Resources Management Department, Senior Police Lieutenant
28	Victoria Baikova	Office of the State Minister of Georgia for Reconciliation and Civil Equality	Deputy Head of Policy Analysis, Planning and International Relations Department
29	Ioseb Japaridze	Ministry of Defense of Georgia	Doctor of Social Sciences, Head of the Master's Programme of LEPL David Aghmashenebeli National Defense Academy of Georgia
30	Tamar Imnaishvili	LEPL Association of Mediators of Georgia	Executive Secretary

7.2 Members of the Document Development Group within the Scope of External Initiation

Nº	Name, surname	Organization/institution	Position
1	Guguli Maghradze	LEPL - Ivane Javakhishvili Tbilisi State University	Professor, Doctor of Psychological Sciences - member of the working group

2	Revaz Jorbenadze	LEPL - Ivane Javakhishvili Tbilisi State University	Professor, Doctor of Psychological Sciences - member of the working group
3	Zurab Abashidze	LEPL - Ivane Javakhishvili Tbilisi State University	Associate Professor, Doctor of Political Sciences - member of the working group
4	Vakhtang Maisaya	Caucasus International University - LLC	Professor, Doctor of Political Sciences - member of the working group
5	Marekh Devidze	LEPL - Ivane Javakhishvili Tbilisi State University	Psychologist Doctoral student of conflict analysis and management programme - member of the working group
6	Lasha Tugushi	LEPL - Ivane Javakhishvili Tbilisi State University	Assistant Professor Doctor of Political Science member of the working group
7	Guram Ananiashvili	LTD Sulkhan-Saba Orbeliani University (SABAUNI)	Invited lecturer, Master of Conflictology - member of the working group
8	Lia Gigaure	Office of the State Minister of Georgia for Reconciliation and Civil Equality	Advisor to the Minister - member of the working group