

# Programme Specification for Postgraduate Programme Leading to: MA in Intelligence and Security Studies (by Distance Learning)

Applicable for all postgraduate students starting on or after 1<sup>st</sup> September 2019

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
1	March 2019	Study and Assessment blocks replaced by modular blocks from 2019/20 – no changes to content. Learning outcomes updated.	BJR

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences/Dept. of Social and Political Sciences/Politics and History
4. Contributing college/department/division/associated institution	N/A
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	MA Intelligence and Security Studies (FHEQ level7)
7. Programme title	MA Intelligence and Security Studies Distance Learning
8. Programme type (Single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	24 months part-time
10. Maximum period of registration for each mode of study	Normal length of programme plus 2 years
11. Variation(s) to September start	N/A
12. Modes of study	Part-time
13. Modes of delivery	Standard (Distance Learning) + Block (On-Campus)
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Diploma in Intelligence and Security Studies (FHEQ level7) Postgraduate Certificate in Intelligence and Security Studies (FHEQ level7)
15. UCAS Code	N/A
16. HECoS Code	100491
17. Route Code	L900PINSSTD
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<a href="#">UK Quality Code for Higher Education Most Recent QAA Subject Benchmark Statement</a> : there are currently no relevant subject benchmark statements. <a href="#">Brunel 2030</a>
19. Admission Requirements	Details of <a href="#">PGT entry requirements</a> are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's <a href="#">language requirements</a> pages.  Interview essential.
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified	N/A

in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	
22. Further information about the programme is available from the College website.	<a href="http://www.brunel.ac.uk/courses/postgraduate/intelligence-and-security-studies-distance-learning-ma">http://www.brunel.ac.uk/courses/postgraduate/intelligence-and-security-studies-distance-learning-ma</a>

### 23. EDUCATIONAL AIMS OF THE PROGRAMME

- To provide students with a systematic and critical understanding of the role national intelligence institutions and their products have in the context of contemporary international history and politics.
- To provide students with a systematic understanding of ethical and accountability issues in national security information collection and management.
- To provide students with a systematic and critical understanding of counterintelligence as a process and a product and its relationship to national security decision-making.
- To provide students with a systematic understanding of the role of intelligence policy and intelligence operations in national strategy and decision-making.
- To provide students with a systematic and critical understanding to the effectiveness of different methods of intelligence analysis to domains and applications of intelligence and introduce students to the core concepts of the cognitive process involved in intelligence analysis and associated cognitive errors and biases.
- To provide general training in policy-oriented research and analytical skills

### 24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
<b>7</b>						
	K	Produce systematic evaluations of issues surrounding intelligence, information collection and analysis.		All	All	All
	K	Systematically appraise intelligence history and its impact on international affairs and national security policy since 1939.				PP5612 PP5613
	K	An evaluation of general conceptual and strategic issues in national and international intelligence policy-making since 1945.				PP5612 PP5613
	K	Demonstrate effective skills in writing and drafting..		All	All	All
	K	Appraise and apply the history, processes and methods of counter-intelligence and cyber-security in national security decision-making.				PP5612 PP5616

**Masters**

	C	An ability to produce analytical, evaluative, and critical written work.				All
	C	A capacity to reflect on their own learning and intellectual development, making use of constructive feedback.				All
	C	A capacity to reflect on how their own perceptions form and evolve in individual and collective evaluative and analytical processes.				PP5614 PP5616 PP5615
	C	An ability to, collate, evaluate and integrate evidence from often profoundly differing and sometimes conflicting sources.				PP5614 PP5520
	C	An ability to perceive and integrate the practical considerations of policy-making to academic material.				PP5612 PP5613 PP5614 PP5616 PP5615
	S	Demonstrate effective skills in the design and presentation of key research via both written and oral means.				PP5612 PP5613 PP5615 PP5520
	S	An ability to independently develop and manage work under their own initiative and against time pressures. i				All
	S	An ability to propose independent analysis and integrated it into a collective assessment and decision-making process.				PP5614
	S	Evaluate and integrate communication and information technology into the retrieval and presentation of information.				All
	S	Develop practical skills pertinent to national security policy management and decision-making.		All	All	All
	S	An ability to design and produce a substantial piece of research pertaining Intelligence and Security studies.	X			PP5520

**Learning/teaching strategies and methods** to enable learning outcomes to be achieved, including formative assessments

Strategy:

Compulsory knowledge of the general issues in intelligence history, management and policy are acquired by means of lectures and other tutor-led activities, particularly during the first year of the course.

In order to ensure student progression towards independent research, two courses out of four will be taught primarily by supervised student-driven activities. The first will be a series of intelligence and policy case studies year-long through PP5613 (Intelligence History), the second addressing analytical methods and skills will be centred on preparation for and execution of an Analytical Simulation Exercise (ASE) in the second term of PP5614 (Threats & Analysis).

PP5615 (Analytics) and the first term of PP5614 (Threats & Analysis) make use of progressive writing assignments to develop the argumentative and drafting skills of students.

Cognitive skills described are generally developed concurrently with knowledge and understanding, through the medium of the teaching and learning programme outlined above and expanded on below. Each module, however taught and assessed, entails the deployment of the full range of the skills identified. Seminars and feedback on coursework (for which there is a standard pro-forma) provide formal mechanisms for students to reflect on their own learning and intellectual development, and make use of constructive feedback.

A variety of teaching methods and strategies imparts “other skills and attributes”. Seminars, case study discussions and the Annual Simulation assist in the development of “skills in the communication of concepts and arguments”, “transferable skills in writing, discussion and analysis” and the ability to “work independently, demonstrating initiative and the ability to organise their time and work”. The course programme overall develops basic skills pertinent to national security policy management and decision-making.

#### Method:

Students will undertake one year length practical dissertation project where they will have support from the first stage on research methods and guidance on their research proposal through the final stage. Each of the four taught modules will be taught over two terms to enable students to absorb and reflect on their learning. The three compulsory modules will provide students with the core knowledge while choosing one out of two options will enable students to specialise in their area of interest.

The thematic video lectures and reading materials will provide grounding in the theoretical, methodological and practical issues upon which good research in the social sciences in general and intelligence and security studies in particular is conducted. It will focus on providing conceptual mapping to the subject. The Lecturer video interaction with students will be supported by well-structured lecture slides. This is to be followed by problem-based learning where students engage in practical exercises, case studies, and simulations. In additions, the design addresses the need for effective interaction with and among students via live online office hours with lecturers, who will also provide timely feedback on students' regular short assignments, where they demonstrate understanding of key concepts.

To further utilise the online platform, students learning will be supported using specialised analysis software tools in intelligence and they will engage with multimedia material where possible. Moreover, students will have access – via the integrated online platform – to supportive teaching materials and workshops provided by Brunel Graduate School and the several units of Brunel Educational Excellence Centre. Coming to Brunel campus for one week each year, enables students to take part in workshops, seminar, lectures, and to have face to face interaction with their colleagues and their lecturers.

**Summative assessment strategies and methods** to enable learning outcomes to be demonstrated.

Assessments of all taught modules are being conducted via course work. The first part of assessment is a set of short assignments to ensure the student's regular engagement with the material and demonstrate students understanding of core concepts. The second set is a portfolio of assignments to be submitted at the end of the course to demonstrate students' deep understanding of the underlying concepts and the ability to reflect. Both the first and second part of assessments are to be conducted and submitted in a distance learning mode. Each module will have a component of assessment to be conducted during the residential week (where students come to Brunel campus) via workshops and seminar presentations and exercises achieving learning outcomes not easily attained remotely. Due to the special nature of simulation module PP5614, assessment pattern will include an incremental series of writing tasks in both first term (The Portfolio) and the second term, which includes both individual and group assessments, representing a real-world intelligence assessment environment.

The Dissertation will begin in the second year of registration, and takes the form of a single 15,000 word self-directed research project, with overall guidance provided by the Programme leader and individual advice provided by an assigned dissertation tutor.

## 25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)  
Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)  
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)  
Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

FHEQ Level 7	
<p><b>Compulsory assessment block codes, titles and credit</b></p>       <p>** The superscript <sup>1</sup> or <sup>2</sup> indicates which year of study each module will normally take place</p>	<p><b>Optional assessment block codes, titles and credits</b></p>       <p>** The superscript <sup>1</sup> or <sup>2</sup> indicates which year of study each module will normally take place</p>
<p><b>Compulsory study block codes, titles and credit volume</b></p>       <p>** The superscript <sup>1</sup> or <sup>2</sup> indicates which year of study each module will normally take place</p>	<p><b>Optional Study block codes, titles and credit volume</b></p>       <p>** The superscript <sup>1</sup> or <sup>2</sup> indicates which year of study each module will normally take place</p>

<b>Compulsory modular block codes, titles and credits</b>	<b>Optional modular block codes, titles and credits</b>
PP5612 <sup>(1)</sup> Intelligence Concepts, Issues and Institutions (30 credits)  PP5613 <sup>(1)</sup> Intelligence History Failure and Success (30 credits)  PP5614 <sup>(2)</sup> Contemporary Threats and Analytical Methodology (30 credits)  PP5520 <sup>(2)</sup> Dissertation in Intelligence and Security Studies (60 credits)  ** The superscript <sup>1</sup> or <sup>2</sup> indicates which year of study each module will normally take place	PP5615 <sup>(2)</sup> Intelligence Analysis Foundations Methods and Applications (30 credits)  OR  PP5616 <sup>(2)</sup> Counterintelligence and Security (30 credits)

**FHEQ Level 7 Progression and Award Requirements**

As per [Senate Regulation 3](#)

**PGDip may not be awarded by substitution of the dissertation (PP5520) for modular/assessment blocks in the taught part of the programme.**

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.