Programme Specification for Postgraduate Programme Leading to:
PG Cert in Intelligence Analysis (by Distance Learning)

Applicable for all postgraduate students starting on or after 1st September 2019

Version No.	Date	Notes – QA USE ONLY	QA
0.1	*March 2019*	*Study/assessment blocks now modular blocks. Learning outcomes updated. HECoS code added. Levels refer to FHEQ*	*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	PG Cert Intelligence Analysis (FHEQ level7)
7. Programme title	PG Cert Intelligence Analysis Distance Learning
8. Programme type (Single honours/joint)	
9. Normal length of programme (in months) for each mode of study	9 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	N/A
15. UCAS Code	N/A
16. HECoS Code	104491
17. Route Code	L290PINTANDI
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	UK Quality Code for Higher Education Most Recent QAA Subject Benchmark Statement: there are currently no relevant subject benchmark statements. Brunel 2030 .
19. Admission Requirements	Details of PGT entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's language requirements pages. Interview essential
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A

21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	http://www.brunel.ac.uk/courses/postgraduate/intelligence-and-security-studies-distance-learning-ma

23. EDUCATIONAL AIMS OF THE PROGRAMME

- 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 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 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:

Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	MastersAward Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
7						
	K	A systematic understanding of issues surrounding intelligence, information collection and analysis.				PP5XX5
	K	A systematic understanding of associated writing and drafting skills.				All
	K	An in-depth understanding of the origins and function of analytics and structured analytical techniques				PP5XX5
	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				PP5XX3

		and analytical processes.				
	C	An ability to evaluate, collate and integrate evidence from often profoundly differing and sometimes conflicting sources.				PP5XX3
	C	An ability to relate the practical considerations of policy-making to academic material.				All
	S	Develop transferable skills in writing, discussion, analysis, and independent judgement.				All
	S	An ability to work independently, demonstrating initiative and the ability to organise their time and work.				All
	S	An ability to contribute to a collective assessment and decision-making process.		5806 5807 5809	5703 5706	PP5XX3
	S	Understand of the importance of, and ability to use, communication and information technology for the retrieval and presentation of information.		All	All	All
	S	Develop practical skills pertinent to national security policy management and decision-making.		All	All	All

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

Strategy:

Compulsory knowledge of the general issues in intelligence analysis, history, management and policy are acquired by means of lectures and other tutor-led activities. PP5XX5 (Analytics) and the first term of PP5XX3 (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:

Each of the two taught modules will be taught over two terms to enable students to absorb and reflect on their learning. 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, 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. The third part of assessment is to be conducted during the residential week (where students come to Brunel campus) via workshops and seminar presentations and exercises. Due to the special nature of simulation module PP5XX3, 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.

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.

Level 7

For programmes with a part-time mode of study, please indicate which year of study each module will normally take place in using a superscript [1] or [2]

Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits

Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits PP5XX3[2] Contemporary Threats and Analytical Methodology (30 credits) PP5XX5 [2] Intelligence Analysis Foundations Methods and Applications (30 credits)	**Optional modular block codes, titles and credits**

Level 7 Progression and Award Requirements

As per Senate Regulation 3

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.