



**Programme Specification  
(Postgraduate)  
For students entering in 2018/19  
Date amended: December 2016**

**1. Programme Title(s):**

MA/Postgraduate Diploma\*/Postgraduate Certificate\* Intelligence and Security

\*approved as exit awards only

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study**

Part-time

**b) Type of study**

Distance Learning

**4. Registration periods:**

The normal period of registration is 2 years

The maximum period of registration is 4 years

**5. Typical entry requirements:**

Either a first or a good second class honours degree from a British university or its equivalent in Politics, International Relations, European Studies, History, Law or other related subjects. In certain cases, equivalent relevant professional experience will be considered.

Where English is not a candidate's first language, applicants will be required to provide evidence of appropriate language skills, equivalent to IELTS 6.5.

Students must have access to regular and reliable internet access in order to follow this programme.

**6. Accreditation of Prior Learning:**

There are no exemptions on the basis of APL.

**7. Programme aims:**

This programme aims to equip students with an understanding of key concepts and debates in relation to intelligence and security and the current state of knowledge in the field, and also to enable them to contribute to these debates going forward. The opening module provides a solid academic grounding in current debates around core principles and issues (what is 'intelligence'? the intelligence cycle; counter-intelligence, oversight and accountability, etc.). The second module focuses on the professional practice of intelligence and the issues that arise, the third focuses on the key question in the study of intelligence - how to avoid, or minimise the risk of, intelligence failure by applying theoretical approaches to a number of case studies - and the fourth module considers the issue of intelligence ethics, again with reference to a range of case studies. Finally, the dissertation allows students to explore and critically evaluate an issue of particular interest to them. In sum, the programme aims provide a full understanding of a range of key issues that will enable students to contribute to the study of and thinking about intelligence in the future.

As such, the programme will be of interest to those working in the fields of intelligence and security who wish to take the award as a formal or informal type of CPD, both in the UK and internationally. It will also be of interest to those wishing to develop their academic understanding of intelligence with

academic backgrounds in Politics, International Relations, History, War Studies, Criminology, etc. and considering careers with an intelligence and security focus or dimension.

### 8. Reference points used to inform the programme specification:

- QAA Quality Code  
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>
- QAA document on Master’s degree characteristics (Jan 2010)  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Masters-degree-characteristics.aspx>
- QAA framework for higher education qualifications
- University of Leicester Learning and Teaching Strategy 2011-2016  
<http://www2.le.ac.uk/offices/sas2/quality/learnteach>
- The University of Leicester Employability Strategy 2012-16  
(<http://www.le.ac.uk/offices/careers-new/information/cds/strategy>)
- Periodic Developmental Review (February 2014)

### 9. Programme Outcomes:

N.B. Programme outcomes specific to the MA are in bold, and those specific to the Postgraduate Certificate and Postgraduate Diploma are in italics.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b><i>(a) Subject and Professional skills</i></b>		
<b>Knowledge</b>		
Graduates should have a detailed knowledge and critical appreciation of the key literature and debates relating to intelligence and security.	Guided private study; directed reading; electronic seminar/forum; essay commentary/feedback; and independent research	<b>A range of on-line activities (E-tivities) including online presentations, podcasts, interactive message boards and Wikis; literature reviews; research proposals; essays; dissertation.</b> <i>A range of on-line activities (E-tivities) including online presentations, podcasts, interactive message boards and Wikis; literature reviews; essays.</i>
<b>Concepts</b>		
Graduates should possess an understanding of key concepts relating to intelligence and security, and be able to identify and critique a range of positions within key debates.	Guided private study; directed reading; electronic seminar/forum; essay commentary/feedback; and independent research	<b>A range of on-line activities (E-tivities) including online presentations, podcasts, interactive message boards and Wikis; literature reviews; research proposals; essays; dissertation.</b> <i>A range of on-line activities (E-tivities) including online presentations, podcasts, interactive message boards and Wikis; literature reviews; essays.</i>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>Techniques</b>		
<p><b>Mastery of key theories and concepts, methodological tools and bibliographic, writing and critical skills</b></p> <p><i>Mastery of key theories and concepts, methodological tools and bibliographic, writing and critical skills</i></p>	<p>Guided private study; directed reading; electronic seminar/forum; essay commentary/feedback; and independent research</p>	<p><b>A range of on-line activities (E-tivities) including online presentations, podcasts, interactive message boards and Wikis; literature reviews; research proposals; essays; dissertation.</b></p> <p><i>A range of on-line activities (E-tivities) including online presentations, podcasts, interactive message boards and Wikis; literature reviews; essays.</i></p>
<b>Critical analysis</b>		
<p>Ability to identify and apply relevant concepts and techniques with independence and rigour</p>	<p>Guided private study; essay commentary/feedback; and independent research</p>	<p><b>A range of on-line activities (E-tivities) including online presentations, podcasts, interactive message boards and Wikis; literature reviews; research proposals; essays; dissertation</b></p> <p><i>A range of on-line activities (E-tivities) including online presentations, podcasts, interactive message boards and Wikis; literature reviews; essays.</i></p>
<b>Presentation</b>		
<p>Ability to organise research material in a manner appropriate to the medium that is to be assessed; to distinguish between relevant and non-relevant material; to write up and deliver written work to a professional standard</p>	<p>Guided private study; essay commentary/feedback; and independent research</p>	<p><b>Essay plans; dissertation outline; dissertation</b></p> <p><i>Essay plans</i></p>
<b>Appraisal of evidence</b>		
<p><b>Ability to assess the relevance and evaluate the quality of a substantial range of primary sources and secondary literature</b></p> <p><b>Ability to mount and sustain an independent level of inquiry at an advanced level</b></p> <p><i>Ability to assess the relevance and evaluate the quality of a range of primary sources and secondary literature</i></p>	<p>Guided private study; independent research</p>	<p><b>A range of on-line activities (e-tivities) including online presentations, podcasts, interactive message boards and wikis; literature reviews; research proposals; essay; dissertation</b></p> <p><i>A range of on-line activities (e-tivities) including online presentations, podcasts, interactive message boards and wikis; literature reviews; essay</i></p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(b) Transferable skills</b>		
<b>Research skills</b>		
<p><b>Ability to: plan research projects, and locate, extract, produce and analyse relevant evidence; conduct significant background research and literature surveys; organise and marshal evidence and report on findings; analyse complex ideas and competing viewpoints; and construct informed critical arguments at an advanced level</b></p> <p><i>Ability to: locate, extract, produce and analyse relevant evidence for essays; organise and marshal evidence and report on findings; analyse complex ideas and competing viewpoints; and construct informed critical arguments</i></p>	<p><b>Online resource-based learning; study-skills activities; directed critical reading of research methods literature; dissertation supervision</b></p> <p><i>Online resource-based learning; study-skills activities</i></p>	<p><b>Essay plans; dissertation outline; essays; dissertation</b></p> <p><i>Essay plans; essays</i></p>
<b>Communication skills</b>		
<p><b>Ability to: respond with focus and clarity to written questions; write clearly and concisely; make effective use of graphical and statistical summaries, where appropriate; produce properly structured, clear essays and dissertations.</b></p> <p><i>Ability to: respond with focus and clarity to written questions; write clearly and concisely; make effective use of graphical and statistical summaries, where appropriate; produce properly structured clear essays.</i></p>	<p>Guided private study; essay commentary/feedback; electronic seminar/forum; and independent research</p>	<p><b>Essay plans and dissertation outline; essays; dissertation; participation in on-line activities</b></p> <p><i>Essay plans; essays; participation in on-line activities</i></p>
<b>Data presentation</b>		
<p>Ability to synthesise research data into coherent and sustained arguments using appropriate IT resources</p>	<p>Online resource-based learning (e.g. use of EU documentation); electronic seminar/forum; independent research</p>	<p>Use of numerical evidence in support of activity such as an essay where relevant</p>
<b>Information technology</b>		
<p><b>Advanced ability to retrieve and present information using appropriate information technology, for example, bibliographic software, data archives, data analysis software</b></p> <p><i>Ability to retrieve and present information using appropriate information technology, for example, bibliographic software, data archives, data analysis software</i></p>	<p>Induction; online resource-based learning; e-tivities</p>	<p><b>Use of Blackboard and participation in on-line activities; essays; dissertation</b></p> <p><i>Use of Blackboard and participation in on-line activities; essays</i></p>

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>Problem solving</b>		
Ability to identify, investigate, analyse, formulate and advocate solutions to problems	Guided private study; online resource-based learning; electronic seminar/forum	<b>Essay; dissertation; participation in on-line activities</b> <i>Essay; participation in on-line activities</i>
<b>Working relationships</b>		
Ability to work collaboratively as part of a team. Knowing how and when to draw on the knowledge and expertise of others; ability to contribute and comment on ideas in learning groups	<b>Electronic seminar/forum; dissertation supervision</b> <i>Electronic seminar/forum</i>	Participation in on-line activities: message boards and Wikis
<b>Managing learning</b>		
Management of an extensive literature and familiarisation with key issues and concepts  Ability to plan and implement tasks and manage work-loads	<b>Guided private study; independent research; dissertation supervision; career management training</b> <i>Guided private study; independent research; career management training</i>	<b>Essays; dissertation; Personal Development Planning</b> <i>Essays; Personal Development Planning</i>
<b>Career management</b>		
Ability to take charge of one's own progress and development  Reflection on one's strengths, interests, motivations and skills; recognition of one's achievements	Personal Tutor System; PDP training (on-line)	Personal Development Planning

#### 10. Special features:

The programme has been constructed to complement the Department's existing DL MA degrees, which build on the University's Learning Innovation Strategy, and are subject to on-going collaborative development with Learning Design, CDDU, and Institute of Learning Innovation. The programme is based on a social constructivist learning model.

The programme is designed to meet the requirements both of those seeking to study intelligence and security as a formal or informal form of CPD and those who wish to pursue the academic study of intelligence and security within a social science framework as an extension of their earlier studies. In short, it provides a solid social science framework for studying and understanding intelligence that is also relevant to career development in a range of professional contexts.

#### 11. Indications of programme quality:

- Departmental expertise in delivering a range of DL MA programmes in the broad area of international security;
- The programme is underpinned by staff expertise and publications in the area;
- Consistent, positive feedback from current and former students;
- High levels of student retention on existing DL MA programmes;
- Consistently positive feedback from external examiners, for example, relating to the quality of student work.

## **12. Scheme of Assessment**

The programme structure is in accordance with [Senate Regulation 6: Regulations governing taught postgraduate programmes of study](#) and comprises of 120 taught credits and a 60 credit dissertation.

## **13. Progression points**

As defined in [Senate Regulation 6: Regulations governing taught postgraduate programmes of study](#)

Students are required to complete the first module of the named programme though in accordance with the new regulations they can still progress to the following module if they do not successfully complete it.

Board of Examiners in February and August confirm that students have satisfactorily completed four 30-credit modules and may progress to completing their dissertation.

## **14. Rules relating to re-sits or re-submissions:**

As defined in [Senate Regulation 6: Regulations governing taught postgraduate programmes of study](#)

## **15. Additional information** [e.g. timetable for admissions]

N/A

## **16. External Examiners:**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports can be found [here](#).

## Appendix 1: Programme structure (programme regulations)

For the award of MA, students must complete the four core 30 credit taught modules and a 12-15,000 word dissertation worth 60 credits. For the exit award of Postgraduate Diploma students must complete four 30 credit taught modules, and for the exit award of Postgraduate Certificate, two 30 credit taught modules.

Module Code	Module Name	Core or Optional Module
PL7540	Intelligence: Key Concepts and Debates	C
PL7541	Intelligence Techniques and Tradecraft	C
PL7542	Intelligence Failure	C
PL7543	Intelligence Ethics	C
PL7053	MA Dissertation	C

### Structure of first module: 14 Week Semester Structure

10 weeks of subject-specific reading and forum debate is accompanied by the following e-tivities:

E-tivities (Activities)	E-tivity Description	Module Weighting	Duration (days)	Weekly Reading (Weeks 1-10)
E1	Access and Socialisation	0	7	Week 1
E2	Accessing e-resources	0	15	Weeks 2-3
E3	Good Academic Practice	0	3	Week 4
E4	Essay Plan	0	20	Weeks 4-7
E5	Critical Analysis – Part 1	0	7	Week 7-8
	Critical Analysis – Part 2	20%	14	Weeks 8-10
E6	Essay (Final)	80%	32	Weeks 10-14

### Structure of subsequent modules: 14 Week Semester Structure

10 weeks of subject-specific reading and forum debate is accompanied by the following e-tivities:

E-tivities (Activities)	E-tivity Description	Module Weighting	Duration (days)	Weekly Reading (Weeks 1-10)
E1	Access, socialisation and reflection	0	3	Week 1
E2	Constructing an argument plan (peer review)	0	7	Weeks 1-2
E3	Critical Analysis	20%	21	Weeks 3-5
E4	Essay Plan	0	14	Weeks 6-7
E5	Engaging with texts	0	14	Weeks 8-9
E6	Essay (Final)	80%	32	Weeks 10-14

## **Distance Learning Teaching**

Distance Learning Modules in the Department of Politics & International Relations are taught entirely through our Virtual Learning Environment, Blackboard. Each week for ten weeks students are given a reading list accompanied by questions or exercises designed by the Course Convenor to help them critically engage with that literature. Students are encouraged to discuss and debate their reading on the online forums. An Associate Tutor supports these forum discussions through e-moderation. Accompanying weekly reading and discussion are six E-tivities. E-tivities are designed to build a supportive online community of students as well as develop scholarly skills. E-tivities take the form of formative and summative assessments designed to complement and support subject specific learning objectives by promoting key academic skills using subject specific materials. Students are guided through these E-tivities and the module as a whole by their Associate Tutor who is available in the online forums or via email. Course Convenors provide all learning materials and offer detailed feedback on all essay plans and essays. Online feedback is provided after each E-tivity and continuous support is available from the DL Personal Tutor.

Having completed the six E-tivities that comprise the first module students should be able to:

- Contribute to forums
- Search for electronic library materials
- Identify and evaluate appropriate academic articles
- Compile and present a bibliography
- Understand why and how we reference academic writing
- Understand what plagiarism is and how to avoid it
- Learn about good essay writing techniques
- Plan an essay
- Critically engage with texts
- Produce an article review (1,200 words) worth 20% of the module mark
- Write a 5,000 word essay worth 80% of the module mark.

In addition the E-tivities of the following modules enable students to:

- Reflect on their previous learning experiences and develop their learning practice.
- Identify and evaluate the over-all argument and supporting arguments made by another author
- Reflect on what constitutes good structure in academic writing
- Develop their critical analysis skills (produce an article review of 1,200 words) worth 20% of the module mark.
- Develop their essay writing skills (write a 5,000 word essay worth 80% of the module mark).

Politics and IR Distance Learning courses encourage active enquiry-based learning rather than simply transmitting information to students and facilitate independent knowledge production by supporting and encouraging dialogue between students, Associate Tutors and Course Convenors as well as - more importantly - amongst students themselves.

Our DL programme has been designed and developed in collaboration with learning technologists from the Course Development and Design Unit.

## **Suspension of Studies**

*The following information is given to students in the MADL Student Handbook:*

As a distance learning student, you will probably be combining the challenge of study with the demands of work and family life. The University does permit therefore a suspension of studies for up

to one year. A suspension of studies must be requested in writing to [css-dl@le.ac.uk](mailto:css-dl@le.ac.uk), stating the reason for the suspension request. Suspension periods are included in periods of registration.

Where possible, it is preferred that a suspension of studies is planned between taught modules. However, should circumstances arise that make it difficult for students to complete their current module, a suspension of studies may be requested during a module. In such cases the following suspension guidelines apply:

#### **Suspension of Studies during first module:**

<b>Stage of module suspension of studies is requested</b>	<b>Suspension Guidance</b>
Up-to submission of e-tivity 5:	Student suspends to repeat the module in full or part (as agreed with their personal tutor) in a subsequent semester.
After submission of e-tivity 5 and up to seven days prior to the e-tivity 6 submission date (with mitigating circumstances only):	If your studies have been affected by mitigating circumstances you can request to suspend for 6 or 12 months and return to active studies in time to submit e-tivity 6 in line with a later intake. This request is subject to approval by the Mitigating Circumstances Panel.
Suspension of studies is not permitted on a module after the e-tivity 6 submission date (unless suspension is recommended by the mitigating circumstances panel):	If you have missed the deadline to submit e-tivity 6 and do not have any mitigating circumstances then this assessment will fall under the non-submission process.

#### **Suspension of Studies during the following modules:**

<b>Stage of module suspension of studies is requested</b>	<b>Suspension Guidance</b>
Up-to submission of e-tivity 3:	Student suspends to repeat the module in full in a subsequent semester. If the optional module is not available in the semester that the student is due to return, a new module is chosen.
After submission of e-tivity 3 and prior to e-tivity 5 submission date (with mitigating circumstances only):	If your studies have been affected by mitigating circumstances you can request to suspend for 6 or 12 months and return to active studies in time to submit e-tivity 6 in-line with a later intake. This request is subject to approval by the Mitigating Circumstances Panel. Students should attempt completion of e-tivity 5 prior to suspending studies.
After submission of e-tivity 5 and up to seven days prior to the e-tivity 6 submission date (with mitigating circumstances only):	If your studies have been affected by mitigating circumstances you can request to suspend for 6 or 12 months and return to active studies in time to submit e-tivity 6 in line with a later intake. This request is subject to approval by the Mitigating Circumstances Panel.
Suspension of studies is not permitted on a module	If you are unable to submit e-tivity 6 and do not have

after the e-tivity 6 submission date (unless suspension is recommended by the mitigating circumstances panel):

any mitigating circumstances then this assessment will fall under the non-submission process.

**Appendix 2: Module Specifications**

Module specifications are attached.

## Appendix 3: A Brief Guide to Distance Learning in the Department of Politics and International Relations.

The following information will be supplied to all DL students registered on the programme:

# A Brief Guide to the Distance Learning MA in Intelligence and Security

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## Your modules

Students registered for the MA complete four taught modules and a dissertation.

Taught modules last approximately **15 weeks** and are studied in the following sequence:

1. PL7540 Intelligence: Key Concepts and Debates
2. PL7541 Intelligence Technique and Tradecraft
3. PL7542 Intelligence Failure
4. PL7543 Intelligence Ethics

## Your Dissertation

All MA Degrees require students to complete a 12,000 - 15,000 word dissertation.

Each taught module is followed by a **Dissertation Module** which lasts approximately **six weeks**.

Dissertation Modules are designed to support and facilitate your independent dissertation research.

They are not credit-bearing but they are compulsory.

You may progress to the dissertation writing up stage and dissertation submission once you have successfully completed your four taught modules.

## How your modules are taught

Distance Learning modules in the Department of Politics and International Relations are taught entirely through our Virtual Learning Environment, **Blackboard**.

You are provided with a weekly reading list accompanied by questions or exercises designed by the **Course Convenor** to get you thinking and help you engage critically with that week's literature.

The best way to make sense of what you read is to discuss it with others. Learning is a collaborative process and this is why the **online forums** accessed through Blackboard are central to our teaching. Each week you should use these forums to discuss your reading, ask questions, share ideas and debate arguments.

Contributing to forums isn't compulsory but if you choose not to participate you miss out on an important part of your own learning process and deprive your classmates of a vibrant and engaging

discussion. The **Associate Tutor** for your module is there to support and encourage these forum discussions although the responsibility for participating is your own.

Alongside your weekly reading and discussions you are expected to complete six **E-tivities** (or online activities). E-tivities are designed to build a supportive online community of students as well as develop your key scholarly skills. E-tivities take the form of a combination of formative (non-credit bearing) and summative (credit-bearing) assessments designed to complement and support the learning objectives for your particular module.

Your Associate Tutor will guide you through these E-tivities and the module as a whole. You can contact your Associate Tutor via the online forum or by email. Online feedback is provided after each E-tivity and continuous support is available throughout your studies from the **DL Personal Tutor**. Having completed the six E-tivities that comprise your first module you should be able to:

- Contribute to forums
- Search for electronic library materials
- Identify and evaluate appropriate academic articles
- Compile and present a bibliography
- Understand why and how we reference in academic writing
- Understand what plagiarism is and how to avoid it
- Plan an essay
- Critically engage with academic texts
- **Produce an academic article review (1,200 words) worth 20% of the module mark**
- **Write a 5,000-word essay worth 80% of the module mark.**

In addition the E-tivities of the following modules enable you to:

- Reflect on your previous learning experiences and develop your learning practice.
- Identify and evaluate the over-all argument and supporting arguments made by another author
- Reflect on what constitutes good structure in academic writing
- **Develop your critical analysis skills (produce an article review of 1,200 words) worth 20% of the module mark.**
- **Develop your essay writing skills (write a 5,000 word essay worth 80% of the module mark).**

**FOR MORE INFORMATION PLEASE SEE YOUR STUDENT HANDBOOK**