

**1. Programme Title(s) and Award Code(s):**

MA/Postgraduate Diploma/Postgraduate Certificate Intelligence and Security

HECOS CODE	%
100471	100

**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>(a) Subject and Professional skills</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; activities</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]**

### **Sustainability**

Strengthening global peace, security and governance is at the heart of the UK's 2018 aid strategy and is the central focus of our distance learning MA programmes (see <https://le.ac.uk/engagement/sdgs> for details). Our courses directly contribute to Sustainability Development Goal (SDG) 16 Peace, Justice and Strong Institutions. A number of our MAs (particularly MA SCID) are designed for students who work or wish to work in the security, humanitarian or development sector thereby having a direct influence on practice. All our DL MAs support SDG 5 Gender Equality both through its engagement with academic debates about the role of gender in international politics, security, peace and development. It should also be noted that distance learning provides opportunities for women to access education, widening access to those who may be unable to travel for university education due to work or caring responsibilities. The programme also supports SDG 4 – Quality Education by providing access to academically rigorous and vocationally relevant education to anyone, anywhere in the world. Distance learning allows for capacity building without students having to leave their home countries.

## **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)**

<b>Module code</b>	<b>Module title</b>	<b>Semester</b>	<b>Credits</b>
PL7540	Intelligence: Key Concepts and Debates	1 and 2	30
PL7541	Intelligence: Techniques and Tradecraft	1 and 2	30
PL7542	Intelligence Failure	1 and 2	30
PL7543	Intelligence Ethics	1 and 2	30
PL7503	Dissertation	1 and 2	60

### **Appendix 2: Module Specifications**

Module specifications are attached.