## 

**MA Security Studies**

**Programme Code (TBC)**

**Faculty of Business, Law & Social Sciences**

**School of Social Sciences**

**Department of Criminology & Sociology**

**BLSS**

This document is presented in three sections:

## Section One

This section will provide students with key information on their learning experience and how it will be continuously enhanced this will include;

* Programme Philosophy and Aims
* Programme Learning, Teaching and Assessment strategy
* Statements of Intent for key learning experience themes

This section aims to address Quality Enhancement and Learning & Teaching excellence across the student learning experience.

## Section Two

This section addresses regulatory and quality assurance requirements for the purposes of programme validation and mapping of the student learning experience.

## Section Three

This section collates the Module Guides from across the programme.

## Section One

|  |  |
| --- | --- |
| Programme Philosophy | |
| **Relevance**  Security has long been of fundamental importance both domestically and internationally. During the Cold War the threat of nuclear Armageddon loomed and yet since the falling of the Berlin Wall, security has gained even greater relevance within political and academic circles at the state level as well as supra-nationally, internationally and to the individual. Issues such as war, terrorism and cyber-attack threaten the security of the state and wider geo‑political stability. However, “above” the state, environmental concerns such as climate change and the depletion of natural resources present security challenges of their own. Finally, a whole raft of issues affecting the individual that vary significantly depending on spatiality have been characterised as security concerns; for example, poverty, human trafficking and gender based violence have all been brought under the discipline’s gaze. Clearly, Security is a burgeoning discipline, the scope of which has widen significantly over the previous decades.  Given the discipline’s increasing scope and relevance, this MA Security Studies programme builds on the success of the joint Criminology and Security Studies undergraduate degree that scored 100% in the 2015/16 NSS to provide, for the first time at BCU, the opportunity for standalone postgraduate study in Security. The relevance of the programme goes further than current affairs and academia into an ever expanding security industry that offers a diverse range of different employment opportunities across both the private and public sector. Studying on the Security Studies MA programme will allow you to learn about and actively research security from the unique perspective that the city and its history provides, as well providing close proximity to a range of fantastic employability opportunities. The Security Studies MA will provide the knowledge and skills for a range of professions including jobs within intelligence, defence, the civil service, local government, finance, think tanks, human rights organisations and the third sector. In addition to this, with Birmingham being home to the largest police force outside of London (with which BCU has strong ties) you will be well placed for employment and research opportunities with West Midlands police.  The Security Studies MA offers a unique and exciting taught postgraduate experience that includes:   * A unique one day a week intensive delivery pattern that will benefit students in full-time work; the programme has been designed to be flexible and benefit professional practitioners and students undertaking voluntary placement work. * Contact with a staff team who are experts in their field and who are actively researching cutting edge issues relating to security. * A unique pedagogical approaches that seek to encourage students to learn practically and theoretically * Unique modules such as “Contemporary Security” that give students a topical and internationally relevant understating of security in the contemporary era.   **Core values of the programme team**  The Security Studies programme team are committed to providing students with the knowledge and skills to develop a critical understanding of the contemporary world, current affairs and the geopolitical context. The programme team strive to provide the environment and support necessary to develop a broad and deep understanding of security as a discipline as well as the ‘real world’ ramifications of the concepts, ideas and theories studied. The core values of the programme team mean you will be actively engaged throughout and encouraged to be active partners in your own education, applying the skills and knowledge gained on the programme to the contemporary world around you. This can be from a local or national perspective, however, the team’s commitment to internationalism means encouraging a full appreciation and understanding of how particular issues are experienced and interpreted differently along spatial lines and in turn also encourage you to reflect on your own experience and perceptions of different “security issues”. You will explore and analyse a range of contemporary security issues, different theories of security, central debates within the discipline and various specific case studies in a critical and applied manner. The core values of the team are brought out on the programme through the programme specialisms outlined below.    **Programme specialisms**  Alongside core modules in Security and International Relations theory, contemporary security and research training and practice, the programme team deliver a range of specialised, research-informed content on: Terrorism and political violence, extremism, security within Europe, cyber security and surveillance. All the material on the programme feeds into 6 themes that grant the degree a specialised and distinct identity.  Firstly, the programme endeavours to be *theoretically informed and empirically driven*. The programme recognises the importance of different theoretical perspectives (reflected in the core module “Security and International Relations Theory”) when seeking to make sense of the international system, but also that these different theoretical approaches are best understood applied to empirical events and case studies both historical and contemporary.  Secondly, on this note the programme aims to provide something that is *genuinely international in focus* and does this both through distinctly non-UK centric modules such as “International Institutions and Security” as well as inherently internationally focused modules such as “Security in the Digital Age”.  Moreover, the international focus of the programme is brought out alongside the third theme *contemporariness* in the module “Contemporary Security”, which provides you with an opportunity to discuss international security issues of the day. This module is deliberately designed to be one that reflects the current security climate and thus will provide a unique experience for each different cohort of students on the programme.  Linking all three of these themes is the fourth element of *criticality*. The programme has at its core a commitment to understanding the orthodoxy surrounding the theories, issues and case studies that make up the discipline but looks to challenge entrenched narratives and consider alternative ways in which they can be understood when alternative ontologies, epistemologies and normative frameworks are enacted.  Fifth, the programme aims to provide an *interdisciplinary* experience that draws upon other disciplines such as anthropology, cultural studies, economics, sociology, geography, history, language, law, philosophy, media and criminology. On this note, the degree works closely with the department’s MA in Applied Criminology, allowing you the opportunity to have 20 credits drawn from the Applied Criminology MA if so desired (and vice versa for Criminology students), as well as to research those topics that inhabit the boundaries between the two disciplines.  Finally, the sixth theme concerns not just learning about security but applying this knowledge to enable you to actively “*do security”*. The programme has a distinct research training strand running through it (in the module “Research Methods”), research practice (in the module “Researching Crime and Security”) and finally an independent research project (via the Security Studies Dissertation). The intention behind these themes are to allow you to gain knowledge surrounding the content that informs the discipline but also to grant the skills and experience to confidently conduct research yourselves and demonstrate these vital skills to future employers.  Diagram: The Six Overarching Themes of Security Studies  **Graduate outcomes in terms of skills abilities, attributes, attitudes, and knowledge**  The programme is designed to ensure that you are constantly acquiring and developing a range of skills, abilities, attributes, attitudes and particular knowledges alongside their studies that will prepare you for graduate employment and allow you to excel both at interview and in the workplace. The design of the Security Studies MA is such that these skills are embedded into the programme and assessed in both a formative and summative manner throughout. In addition to the practical experience and in-depth knowledge, graduates of this programme can expect to have acquired the following upon completion:  Knowledge and Understanding   * The knowledge and ability to demonstrate and understand the political significance of multiple polities coexisting and of political boundary-drawing and transforming practices. * The knowledge and ability to apply concepts, theories and methods used in the study of Security and International Relations to the analysis of political ideas, practices and issues in the international system. * The knowledge and ability to demonstrate an understanding of different political systems; the nature and distribution of power in them; the social, economic, historical and cultural contexts within which they operate; and the relationships between them. * The knowledge and ability to demonstrate and understanding of the origins, evolution and contemporary dynamics of the international system and the challenges to it. * The knowledge and ability to evaluate different interpretations of world political events and issues.   Intellectual Skills   * The ability to gather, organise and deploy evidence, data and information from a variety of secondary and primary sources. * The ability to identify, investigate, analyse, formulate and advocate solutions to problems. * The ability to construct reasoned argument, synthesise relevant information and exercise critical judgement. * The ability to critically analyse and disseminate information.   Practical and Independent Learning Skills   * The ability to reflect on their own learning and seek and make use of constructive feedback. * The ability to manage their own learning self-critically. * The ability to progress through the degree programme to become mature, independent learners who can demonstrate initiative, self-organisation and time-management attributes. * The ability to identify opportunities for continuous learning and development, leading to future continuous professional development, is particularly valued by employers.   Transferable Skills/Key Skills   * The ability to utilise inter-cultural skills/global awareness, particularly in relation to employability. * The ability to collaborate with others to achieve common goals through, for example, group work, group projects, and group presentations. * The ability to communicate effectively and fluently in speech and writing. * The ability to use communication and information technology, including audiovisual technology, for the retrieval and presentation of information and where appropriate, statistical or numerical information. * The ability to apply the above employability skills. | |
| Programme Aims This section articulates the programme level learning outcomes framed by the five themes of the Academic Plan. | |
| 1. Pursuing Excellence | The programme aims to provide an in-depth and critical knowledge of security and research methods to enable you to make sense of security both as a concept and as a practice. The programme will encourage you to reflect on what security is, who it is for and what it “does” as well as considering how the answer to these questions changes depending on a range of factors such as ethnicity, spatiality, temporality and economic status.  * The programme operates within a vibrant and supportive learning environment to best help you achieve a Masters with a detailed understanding of the discipline as well as the practical applications of security. To achieve this a varied and interactive learning environment that draws on a range of innovative methods, flexible and personalised approaches to study, creative use of VLE, and a diverse range of assessment is utilised. |
| 1. Practice-led, knowledge-applied | The programme’s commitment to being theoretically informed and empirically driven means that rather than just giving you an in‑depth take on Security Studies as a discipline the programme also provides students with a knowledge of contemporary international politics. Achieving this on the programme means you can apply your knowledge in a contemporary setting and become more rounded, well‑informed internationally minded individuals better prepared for graduate employment.The programme puts an explicit focus upon “doing security studies” and heavily incorporates research training, research skills and field work alongside the taught content. A deliberate progression has been written in to the programme design to ensure that you receive research training in the form of the module “Research Methods” in semester one, get the opportunity to demonstrate these skills independently as part of a small group in the module “Researching Crime and Security”, and finally in the final semester undertake the “Dissertation” module. You will not simply be passive learners on this programme but instead encouraged and enabled to be partners in the learning experience. |
| 1. Interdisciplinarity | You will be required to demonstrate your ability to understand, explain and discuss the content, theories, methods and perspectives that are distinct to Security but alongside these demonstrate your understanding of these within a wider political, economic, cultural and historical setting. Given the interdisciplinary nature of the discipline a range of other disciplines can and have combined usefully with the study of security including: media studies, gender studies, and economics.The Security Studies MA is a new addition to the postgraduate portfolio within BLSS and one that offers a distinct and unique area of study. However, in the designing of this Masters and the re-designing of the Applied Criminology Masters a deliberate decision was made across the two programmes to provide overlapping content as well as giving you the student the opportunity to draw on the expertise of both the Security Studies team and the Criminology team. The modules ‘Research Methods’ and ‘Researching Crime and Security’ will be delivered across both of the teaching teams and the option module in both programmes will come in the same term and give you in Security Studies an opportunity to make up 20 credits from the Applied Criminology options and vice versa. |
| 1. Employability-driven | The programme will equip you with a wide array of transferable skills that will prepare you for a range of different professions and graduate positions. These skills are embedded within the programme and include: gathering and deploying evidence, problem solving, making use of constructive feedback, demonstrating excellent written and oral communication skills, effectively utilising communication and information technology, demonstrating inter-cultural and global awareness skills and critically analysing and disseminating information. |
| 1. Internationalisation | Security Studies is one of the largest sub-disciplines of International Relations; a discipline that focuses on the reasons and implications of how the world is divided into multiple polities. Subsequently Security Studies is interested in exploring questions of power, justice, order, conflict, legitimacy, accountability, sovereignty, security, governance, decision making at the international level. This is something we have sought to reflect in this Master’s degree by offering a core module in ‘International Institutions and Security’ the purpose of which is to explicitly consider security outside of a UK-centric framework; a core module in ‘Contemporary Security’ that will draw on international case studies; and option modules such as ‘Security in the Digital Age’ that deals with issues that transcend nation’s borders. |

|  |
| --- |
| Programme Learning, Teaching & Assessment Strategy |
| **Learning and Teaching Approaches**  This programme endeavours to provide you with a varied and diverse range of learning and teaching methods to ensure that all learning styles are catered for and to allow you to maximise their learning potential. However, despite the programme’s diversity in learning and teaching approaches there is consistency in so far as all the various different methods still put an emphasis on encouraging engaged, independent and deep learners that are capable of rigorous critical thought and reflection. An active learning environment is important across the Higher Education sector but given the specialised knowledge at postgraduate level and the detailed level of discussion required an active learning environment is especially important and is fostered on the programme through group work, presentations, seminar discussion, and extended research projects.  Alongside timetabled sessions there is of course an expectation that you will engage in pre-sessional reading and be prepared to discuss readings upon arriving in the classroom or lecture theatre. However, alongside this reading, a series of pre-sessional and post-sessional activities are scheduled that may include, further reading, VLE activities, collaborative activities, watching documentaries or small forms of summative assessment. These tasks are designed to encourage you to prepare for taught sessions in a way that allows you to get the most out of them and to continue the discussions that surface in class outside the confides of the lecture theatre or classroom.  The following list outlines and explains the different learning and teaching methods used on the programme.  Learning and Teaching methods   * Lectures   Lectures form a crucial element of a broad and balanced university curriculum; nevertheless, lectures do not mean one thing and one thing alone. Within this programme lectures provide a structured foundational basis to provide you with an in-depth overview of key knowledge, arguments and debates surrounding a given topic. However, not every lecture has to be a ‘traditional lecture’ where the lecturer speaks and you listen and take notes. Similarly you are encouraged to be active in these session, asking questions, challenging perspectives, etc. While the seminars (see below) are designed to provide the primary space for discussion, the lectures in this programme eschew the notion that lectures are about passive learning and combine rigorous and clear information transfer with the opportunity for questions and discussion relevant to the topic. By delivering lectures in an enthusiastic and engaging manner and by applying the content to case studies to aid in comprehension lectures can help develop a range of skills including knowledge synthesis, note taking and the ability to retain and review information.   * Seminars   Seminars provide the forum for in-depth discussion, where you’re expected and encouraged to participate in critical conversations that builds upon the lecture material and the pre-sessional readings. Seminars often involve students partaking in a range of activities prepared by the seminar tutor including responding to set questions, group discussions, debates and presentations. Seminars enable you to drill down into the detail of a topic in a student led environment to work around complex ideas and issues.   * Workshops   Workshops provide a thoroughly interactive experience that promotes deep active learning and combines a range of different teaching and learning methods in one session that is typically longer in length than both the lecture and seminar. Workshops put an emphasis on practical and applied learning, combining structured pre-planned activities (often completed as part of small groups) alongside seminar style discussion. Workshops afford more time for teaching and learning activities and so mean that more can be made of alternative delivery methods such as audio/visual activities (e.g. responding to documentaries) or structured team debates. Such activities develop student’s abilities to rapidly and efficiently synthesise information and present it to their peers, skills often sought after by employers and tested at graduate assessment days.   * Tutorials   The programme utilises tutorials on both a one-to-one basis and in a small group capacity. Tutorials are best suited to very in depth conversations either where detailed feedback and guidance on academic content is required (for example as part of the ERP supervision process) or where small groups working on collaborative study work can get external feedback from a tutor as well as organisational assistance for their project.   * Collaborative Study/Group Work   Collaborative study is embedded throughout the programme in the form of student led activities such as presentations, discussions and debates but also makes up a standalone method within the programme that is practiced most notably on the module “Researching Crime and Security”. This module provides whole class guidance in the form of workshops and then allows you to work collaboratively with your peers with guidance in the form of group tutorials. Collaborative study develops team working skills, leadership capacity, management skills, an ability to discuss constructively as well as creative problem solving skills.   * Guest Speakers   Guest speakers with a diverse range of expertise both within and outside of academia will be embedded into a range of modules to provide cutting edge research led perspectives on particular topics. From an academic perspective guest speakers can give students the opportunity to engage in detailed discussion on the ever fluctuating boundaries of current knowledge. However, external speakers can also provide a valuable employability role helping you to apply and test your knowledge from the programme with individuals and organisations working in these areas.   * Virtual Learning Environment   The virtual learning environment plays a dual function within the programme, both providing the online spine of the programme that facilitates the range of teaching methods delivered and also serving an important role a part of a blended learning strategy that is utilised for engagement outside of the timetabled hours. The virtual learning environment can house further reading, multimedia content and other resources as well as providing collaborative and interactive spaces to engage in further discussions with your peers and tutors. Moreover, Moodle (the e‑learning suite used at BCU) provides a one stop shop for support links, contact details, module information and up to date notification about the degree.   * Independent Individual Study   Despite the long a varied methods of teaching and learning offered on the programme there is still a large focus placed on independent study and activities. At postgraduate level critical discussion around all manner of complex topics form vital elements of the degree and develop vital skills that develop the individual as well as being attractive to employers. The skills and knowledge necessary to engage in such critical discussions do not come from timetabled sessions alone and so you are expected and encouraged to engage in your own study outside of the classroom. Core and further reading, engagement in VLE activities and an active awareness of current affairs and security around the globe will be vital to extract the most from the degree.  **Assessment Methods and Formative Learning**  Alongside a diverse list of teaching and learning methods utilised within the programme there are also a range of formative learning techniques and summative assessment methods practiced within the programme. Diverse assessment is vitally important to allow you to demonstrate a variety of academic and transferable/employability skills as well as recognising that different students are more comfortable with different assessment methods. The Security Studies MA responds to this reality by embedding different forms of summative assessment and formative learning within its structure.  Formative Learning  *Formative learning* allows you to demonstrate your development on the programme, become more confident in the subject matter as well as with future summative assessment. Formative learning can come in various different forms but these different methods all share a commonality in so far as they seek to develop knowledge and understanding, enhance confidence with writing and discussing relevant topics and receive qualitative feedback prior to undertaking the summative assessment. Feedback in this instance can take a range of different forms from the tutor’s qualitative feedback (written or oral), peer review, or in situations where VLE is utilised in particular ways (e.g. Moodle Quizzes) through quantitative means.  Depending on the module and what the formative learning is trying to achieve the method may vary at different points within the programme. Formative learning on this programme will also entail formal revision sessions and drop in sessions where you can get extra assistance and ask questions of module leaders closer to the summative assessment point.  Summative Assessment Methods  A range of different summative assessment methods are exhibited across the programme that provide an opportunity to demonstrate knowledge, understanding and skills in both an individual and group settings. Feedback in this instance can take a range of different forms but will always entail a qualitative written element from the tutor.  The following list outlines and explains the different forms of summative assessment used on the programme.   * Essay   Essays are an integral aspect of summative assessment on social science degrees, however, at postgraduate level their importance is accentuated. Successfully writing an essay requires: clear communication in written English often with recourse to a specialised vocabulary; demonstrating critical thinking and the ability to construct critical arguments; demonstrating an ability to distinguish between alternative perspectives and express independent thought; learning how to concisely structure a coherent document; and research skills.   * Mock Research Proposal   The mock research project is the method of summative assessment used on the module *Research Methods* and is designed to apply the knowledge acquired on the module to demonstrate how you would: identify a piece of research to conduct; determine and justify the most appropriate way to conduct the research; identify relevant ethical considerations and go through the ethics process; outline in detail how the research would be conducted. This form of assessment applies the methodological content explored and discussed in the module and makes use of it in the practical, ‘real world’ setting of academic research.     * Group Presentations   Group presentations are the method of summative assessment used on the module *Researching Crime and Security* and this method is designed to build on research skills acquired in *Research Methods*, conducting a small scale research project that demonstrates the following skills to peers and the teaching team: oral communication, time management, collaborative team-work, leadership, ICT skills, analytical research skills, the accumulation of data, the ability to analyse and interpret complex data sets and the effective dissemination of research findings.   * Academic Panel Presentation   The module Contemporary Security is assessed via a one day academic style panel presentation. You will be required to put together an individual ten minute presentation alongside a panel of your peers and then respond to questions from the audience around your given topic, the arguments you have asserted and their relationship to presentations given alongside your own. This assessment method will allow you to demonstrate: a deep knowledge of your given subject area, an ability to interpret and respond to questioning, oral communication, time management, ICT skills and how to effectively disseminate complex ideas.   * Dissertation   The dissertation is the culmination of the careful and deliberate development of research teaching, learning and practice on the programme. The dissertation represents a truly independent piece of research conducted under the supervision of the dissertation tutor. The dissertation allows you to conduct your own original research (either primary or secondary) and allows for the demonstration of the following skills: communication in clear written English, the ability to analyse and interpret complex data sets or secondary literature, the ability to analyse and interpret information and arguments, the ability to construct critical arguments, original and independent analysis and judgement, in-depth research skills, time management and planning, the ability to structure and organise an argument.  **Note on Module Feedback and Feedforward**  As part of BCU’s commitment to approaching students as partners in the learning experience there are several opportunities on the programme for you to formally and informally feedback on the programme as a whole, individual modules, as well as the learning and teaching methods.  **Note on Induction**  An induction programme is provided at the start of the programme to orient new students into University-level study, and also to ensure that you have all the essential information along with a supportive environment in which you can develop you knowledge and skills. During induction, you are encouraged to engage with your personal tutors for additional study, assessment, and personal advice, along with the Careers service, other Student Services, and specialist Support Tutors from the Centre for Academic Success to gain assistance and support for learning skills. |
| The Whole ExperienceThe whole experience of the Security Studies MA is informed by a commitment to meet with the BCU core values of excellence, people focus, fairness and integrity and partnership working. Our postgraduate programmes seek to be inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future. Each section included below offers a brief explanation of a particular central theme in this experience, its important, and how your programme addresses these.Widening Participation The Security Studies team are committed to delivering a comprehensive and inclusive induction period at the commencement of your studies. We will introduce you to the services and facilities available to you and encourage you to become an active participant in the student body. Each student is assigned to a Personal Tutor who monitors your progress, attendance and is a first point of call for those experiencing academic and/or personal/pastoral concerns and difficulties.  Students can access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for student queries, linking students with advice on health and wellbeing, careers, finances, visas, and student records. Furthermore, to ensure progression and retention, all modules provide ongoing formative feedback throughout the semester and revision workshops prior to the first and second sitting assessment periods.  Students are provided with a comprehensive Course Directory identifying the possible route way and module choices open to them along with a short description of the key elements of the module. Where possible, the team works in conjunction with Timetabling to facilitate the needs of those students whose learning may be challenged by childcare issues/travel concerns and for our MA cohort this means we endeavour to arrange all teaching on Thursdays. Similarly the manner in which the programme’s contact time is distributed during the week as well as the use of VLE means that it offers a flexibility that will be of benefit to students who are working alongside their studies. Inclusivity We make every effort to ensure that BCU is an inclusive environment, where explicit consideration is given to the full diversity of our students. You will benefit from learning in an environment where inclusion is paramount and where you are taught in ways that recognise both the individual aspects of your education as well as the wider context as part of a learning community. Most importantly, we recognise that diversity leads to a richer learning experience for all as our commitment to inclusivity means that we recognise and value our diverse student body. Inclusive practice at BCU means that we take measures to improve the success of specific groups, where research has shown that the route to educational success is less straightforward. For example, as some modules revolve around interacting with software, arrangements are in place for additional add-on packages that allow all users to proficiently interact with any computer programmes.  The programme facilitates inclusivity with assessments by signposting support for exam technique or writing skill sessions; preparing students with feed-in activities and information, discussion and clear assessment and marking criteria. You will be given opportunities to prepare for summative assessment through regular formative learning and we will support you to be successful on your programme by ensuring you:   * Receive feedback and marks within 20 working days; * Access to software for electronic submission and originality checking software; * Have the opportunity to type exams and use assistive software.  Information & Digital Literacy Technology features to different extents within every module we offer as part of this programme. Students who may struggle or have less experience in this area are actively encouraged to seek advice and support from their Personal Tutors or the Programme Director in the first instance, and subsequently are referred to the Centre for Academic Success where necessary. Indeed, through our postgraduate programme, you will be guided and supported to understanding and engaging in digital practices, finding and critically evaluating information, managing and communicating information, and collaborating and sharing digital content as this is a necessity across the entire cross section of the “security sector” and, moreover, these skills and competencies are perquisites for graduate employment and management and leadership roles in the broader jobs market.  Accordingly, e-learning tools such as Moodle have been integrated in the learning and teaching activities as the programme will offer online and blended learning elements. Staff will provide continuous and tailored support according to their expertise; for example, providing guidance on software packages such as SPSS, NVIVO and transcription software that may be relevant to the research practice elements of the programme as well as the dissertation module.  The library houses a substantial electronic database of books, journals, websites and external databases that are available for students to use throughout the programme but will be particularly useful for the dissertation. This database provides a rich source of relevant information and will be invaluable for your progression though the Security Studies MA*.* The programme encourages you to recognise different types of information and resources, to develop your ability, to question the validity of that information or resource and to recognise the importance of both print and online resources to facilitate development of your own knowledge. Sustainability & Global Citizenship BCU is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reduce waste, increase recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with Global Citizenship.  We encourage our students to live and work more sustainably whilst recognising the impact that their decisions, and actions, have on the local, national and global communities to which they belong. We have made a commitment as an institution to create graduates with a global outlook.  Below are some key points concerning sustainability & global citizenship, in relation to the Security Studies Masters:   * We embrace an international perspective throughout the curriculum. Security, as a discipline, and particularly the way it is taught throughout our programme, focuses not only on understanding society at a local or national level, but also at an international level. This is a key theme within our programme and are dealt with explicitly in modules such as Contemporary Security and International Institutions and Security. * We incorporate an international element throughout our programme. Utilising comparative studies, examining the international dimensions of the subject areas, the role of international institutions and processes. * Using cultural and international experiences or knowledge as a learning resource and promoting such discussion within classes. * As outlined above the programme and the programme team are committed to enabling you to operate as active and engage stakeholders within your degree and likewise encourage to transfer this approach outside of BCU into wider society more broadly. * Through the Centre for Applied Criminology, and particularly clusters such as CREST the team is committed to contributing to international scholarly activity. * Proactively developing inclusive learning outcomes, practices, skills, and/or attitudes appropriate for diverse societies, culture, and individuals; * Viewing and utilising the diversity of the academic community (whether differences in cultural and educational backgrounds, country of origin or languages spoken) as a key learning resource; * Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education, and culture; * Valuing diversity and acting in a professional, tolerant and anti-discriminatory manner in accordance with the responsibilities and expectations of professional governmental organisations in the criminal justice sector.  Student Engagement BCU is renowned across the sector for its commitment and approach to student engagement, which aligns with aim 5 of BCU’s Strategic Plan ‘we will become recognised as the sector leader for student engagement’. We are committed to the notion that your full participation in all aspects of university life facilitates a more coherent, active and vibrant learning community, which increases a sense of ownership of your learning experience (both at programme and institutional level) which in simple terms, leads to better satisfaction levels. For example, there are significant opportunities for students to participate in OpportUNIty student engagement initiatives, which operate through a partnership between the University and Students’ Union. The aim is to enable students to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience, offering support for Student Academic Partner [(SAP)](https://icity.bcu.ac.uk/celt/student-engagement/SAP-Projects) projects and for initiatives around Student Academic Mentoring [(StAMP)](https://icity.bcu.ac.uk/celt/student-engagement/StAMP-Projects). .  The Security Studies MA is designed to foster a sense of belonging so that students feel part of the learning process. For example, you will have an element of choice in assessments and be able to choose an optional module, but also by integrating with academics in the Centre for Applied Criminology and in particular Security orientated clusters such as “CREST” avail yourself of the unique opportunities that come from being taught by world leading academic figures.  The programme offers a wide, unique and diverse range of opportunities, not only to meet and learn from significant, influential figures, but to be involved in a range of exciting projects. BCU has a track record of integrating and involving its students in research projects and in some cases has provided a transition from MA to PhD and onto academic positions in this and other HEIs. While the research centre affords students unique opportunities to get involved in research, more broadly in the university postgraduate students can benefit from the Volunteer Research Assistantship scheme which enables you to apply for research posts and work with an academic member of staff on a current research project. This scheme enables you to understand the work involved at the various stages of a research project, from the design of the study to the analysis and implications of the findings. Relatedly, you will have the chance to participate in the selection process that will allow the successful candidates to be assigned to a pool of student research assistants, who will be remunerated for any research activities that they participate in. Partnership EngagementEngagement with partners is a key BCU priority which features strongly in BCU’s 2020 Strategic Plan. Our partners are students, as are the wider educational community, and external stakeholders such as employers and cultural/social organisations. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. Our students are our most important partners and we try to involve you in every level of decision making within the University. We are committed to building on the strong partnerships with education providers in the city and region and try to be pro‑active in developing relationships with our local schools and colleges. Employers are particularly valued partners, providing work experience opportunities for you and contributing to your learning and teaching activities. Our overseas partnerships often result in opportunities for you to mix with students from different countries and to gain different perspectives. Student Academic Partnership projects run across the programme which are supported by the staff student university partnership scheme. These projects enable our students to be employed as part of running projects which in the past have explored the following: performative criminology, work experiences at Birmingham City University; critical skills; different learning styles and types of feedback. The Department also has close working links with local employers, such as, West Midlands Police, the national Offender Management Service, Group 4 Security (and HMP Birmingham), Youth Offending Institutes, NHS, and a wide range of NGOs and charities. Induction & Transition We know that some students struggle to adjust to the freedom and independence of university education but our induction and transition support helps you to adapt to the different experiences you will have, enabling you to develop independent learning skills that enable you to be successful on your programme and prepare you for graduate level employment/further study. We are also alert to the fact that many of our postgraduate students may have spent some time in the workplace and have lost familiarity with the higher education setting. In some instances it may have been several years since postgraduates secured previous qualifications and we are aware the decision to return to study is not one that is taken lightly.  The first formal week of induction takes students through course options, Moodle, using the library, tours of the campus and an opportunity to meet peers and academic staff to support transition into the university setting and into our programme. Building from student feedback, we run induction and give new MA the students the rest of the week to learn about their new city. During the first semester, there are on-going induction activities embedded into lectures and seminars such as referencing guidelines, how to electronically submit coursework, understanding written feedback etc. Clear explanations are given in order to help you understand our expectations not only in terms of involvement and induction, but also in terms of your responsibilities as students and what the university and the programmes accredited body expects of you, we also support induction through e-forums, and bring partner organisations into the university.  Postgraduate students have the opportunity to elect student representation, and in the past have organised guest speakers and careers events. While undertaking the dissertation for the MA, you will have individual meetings with your personal supervisor to discuss your development to prepare actively for your next year of challenges – not just grades, but where you are in terms of skills and how you want to grow your skills in the next year. This also means that they have a link with an academic upon graduation. Progression, Retention, Support & Personal Tutoring We want all students to succeed to the best of their ability so that they stay at BCU and progress through the different stages of the programme. We try to provide the best learning and assessment experiences we can to help students achieve this. Education is a partnership; we can provide you with learning materials, guidance and stimuli, but you will not succeed unless you engage with the University and take full advantage of everything it has to offer. For this reason, we monitor attendance and try to help if we notice that any of our students are not attending regularly. Moreover, you will be provided with a learning contract where both the role of the university staff and of the students is defined in terms of expectations and responsibilities.  Progression will also be aided by your relationship with your personal tutor, who actively engages with you to ensure that you benefit from existing support schemes with the University. The personal tutor (privacy parameters notwithstanding) will liaise with the remainder of the teaching team in order to ensure engagement, support professional and personal development and to monitor performance. Such processes allow for early detection of difficulties and increased support if necessary.  As mentioned above, every student on the MA has a personal tutor. A personal tutor is there to advise you on your academic progress and can also direct you to additional help, if needed. You can expect to meet your personal tutor throughout the year but he or she will also be available if you need additional help or guidance. In addition, every School also has a Student Success Adviser, a recent graduate who has also experienced life as a BCU student. If you are having any problems, the Student Success Adviser can also help you. The University as a whole offers an array of support, such as the Centre for Academic Success, Careers, Chile Care, Finance/Money Matters, Health and Wellbeing, Visas and Immigration, and Student Mentoring. All of these services can be accessed direct or via our ‘one stop shop’, ASK. Clear explanations about the role of the personal tutor will be offered during the induction, although such information will be re-iterated at other points during the course programme. Employability (incl. Birmingham City University Graduate Attributes) BCU programmes aim to provide graduates with a set of attributes which prepare them for their future careers. The BCU Graduate:   * is professional and work ready * is a creative problem solver * is enterprising * has a global outlook   The above aims are as applicable to our postgraduates as they are our undergraduate cohort, and we take a pride in the presence and successes that graduates from our postgraduate programmes have achieved. Former postgraduate students include: Dr James Treadwell, Dr Adam Lynes, Dr Daniel McCulloch (Open University), Dr Martin Glynn, Dr Angus Nurse (Middlesex University), Dr Emma Hughes (California State University, Fresno) Dr Harriet Tolputt (formerly a producer for Sky News and Head of Media for Oxfam).  The Faculty of Business, Law and Social Sciences is committed to practice-led learning and teaching that will give you experiences of the world of work through a range of activities which could include work placements, voluntary work, live projects, problem-solving, case studies, visits to businesses and social enterprises. These experiences will provide you contribute towards the BCU Graduate Attributes that will prepare you for graduate level employment. By looking at the career destinations of our postgraduates, we are able to tailor our modules and activities to map onto the skills our graduates need within their future careers. The programme also provides opportunities for alumni visits to share their experience with students either in person or via a podcast uploaded onto Moodle. As previously mentioned, employability skills are integrated and embedded within modules across levels—to no detriment of knowledge acquisition. In particular, the programme integrates ‘tailored’ practice based skills with an emphasis on applied criminological (and social) research so that students are given the opportunity to develop their employability skills and reflect on their chosen career aspirations, but that they are suited to progressing careers either in higher education, or in senior roles in criminal justice fields. We have a number of our former students now working in all ranks as Police officers, Prison Officers, Probation Officer and Governors, For the UK Boarders Agency and in a range of crime and criminal justice related roles in both the West Midlands and beyond, but also for charities, in graduate positions within large businesses. Our graduates are shaping the world, achieving things they never imagined. |

**Section Two**

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

**Programme Structure for MA Security Studies**

|  |  |  |  |
| --- | --- | --- | --- |
| Postgraduate Learner Programme (e.g. Two weeks) | | | |
| Semester 1 (PG Cert Stage) | Security & International Relations Theory  (20 credits) | Research Methods  (20 credits) | International Institutions and Security  (20 credits) |
| Semester 2 (PG Dip Stage) | Contemporary Security  (20 credits) | **Option Module**  **(20 credits)** | Researching Crime and Security  (20 credits) |
| Semester 3 (Masters Stage) | Security Studies Dissertation  (60 credits) | | |

**Option Modules**

PLEASE NOTE: All option modules are offered in semester 2

|  |  |
| --- | --- |
| **Module Title** | **Available to the following programmes** |
| Terrorism, Political Violence & Extremism | Security Studies; Criminology |
| Security in the Digital Age | Security Studies; Criminology |
| Homicide and Violent Organised Crime | Security Studies; Criminology |
| Understanding Domestic and Sexual Violence | Security Studies; Criminology |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 7** Core Modules | **Security and International Relations Theory** | **Research Methods** | **International Institutions and Security** | **Contemporary Security** | **Researching Crime and Security** | **Criminology / Security Studies Dissertation** |
| Credit level (ECTS value) | 20 | 20 | 20 | 20 | 20 | 60 |
| Study Time (%) S/GI/PL | 30 hours (workshops) | 30 hours (workshops) | 30 hours (lectures and seminars) | 30 hours (workshops) | 10 fours workshops/3 hours group tutorials/collaborative study |  |
| Assessment method | 100% coursework | 100% coursework- Research Proposal including ethical clearance | 100% coursework | Academic Panel Presentation | Group Presentation | Dissertation |
| Assessment scope | 3,000 word essay | 2500 Words (including 500 word ethical clearance) | 3,000 word essay | 20 minutes | 15 minute presentation  5 Minutes questions/ discussion | 9000 words |
| Assessment week |  |  |  |  |  |  |
| Feedback scope | On request 20 days later | On request 20 days later | On request 20 days later | Written feedback within 20 days | On request 20 days later | On request 20 days later |
| Delivery mode | Workshops (2 hours weekly) | Workshops (2 hours weekly) | Lectures & Seminars (1 hour each weekly) | Workshops (2 hours weekly) | Workshops/Group Tutorials/Independent Collaborative Study | Tutorials/Independent study |
| Learning Outcomes | Demonstrate an understanding of various major theories of security in International Relations. | Identify relevant and feasible research questions, applying critical theories where appropriate, in relation to professional practise and show a critical understanding of research skills of utility to professional practice. | Analyse the links between International Institutions and Security. | Demonstrate a knowledge and understanding of a series of diverse and contemporary issues within international security. | Discuss features and limitations of various research procedures and research methodologies, and propose effective strategies’ for undertaking real world research. | Demonstrate an applied critical and theoretical knowledge of social research in praxis and demonstrate critical knowledge and understanding through the sustained investigation of a specific topic in the study of criminology/security studies within its appropriate interpretative contexts. |
| Construct reasoned and critical arguments to evaluate the contested meaning of security and its related concepts. | Be able to demonstrate knowledge and Understanding of self-sustaining and cogent research planning skills at an appropriate level. | Examine Institutionalism theories. | Exhibit an ability to evaluate between alternative conceptions and differing normative arguments of security. | Undertake library and online research both individually and collaboratively using both print and online resources as appropriate. | Work independently, demonstrating initiative, self-organisation and time-management and use appropriate technologies for the retrieval and presentation of empirical research. |
| Draw upon, evaluate and effectively utilise knowledge and evidence from a range of academically appropriate sources. | Critically evaluate and apply research design and methodology for their chosen dissertation topic. | Appraise and critique research papers and articles on International Institutions. | Draw upon, evaluate and effectively utilise knowledge and evidence from a range of academically appropriate sources. | Draw informed conclusions that reflect an understanding of multiple (and sometimes conflicting) sources of information, and use that wider information to inform justifications for research praxis. | Display an understanding of the ethical and practical implications of their research, and put methodologies into praxis in order to generate tangible academic outcomes |
| Exhibit a range of transferable skills including clear communication, effective independent and group based work and an ability to translate complex ideas to a wide audience. | Critically evaluate, where appropriate, the quality and value of research in professional practice and demonstrate this critical understanding by producing a research plan and ethical clearance form for the dissertation project that is of academic standard, using Harvard referencing and a good standard of written English. | Employability; prove independent research skills to support and argument in written. | Demonstrate an ability to orally communicate complex issues of contemporary international security in a manner that is clear and coherent and be able to respond to questions and comments on these matters. | Work collaboratively together to deliver an oral (presentation) and written response to a tender call and work with a group to successfully defend and justify that effort. | Present and communicate a reasoned analysis of relevant information and exercise critical judgement that conforms to the conventions of academic writing and Harvard referencing. |
| Programme Aim Links | 1✓ 2✓ 3✓ 4✓ 5✓ | 1✓ 2✓ 3✓ 4✓ 5 | 1✓ 2✓ 3✓ 4✓ 5✓ | 1✓ 2✓ 3✓ 4✓ 5✓ | 1✓ 2✓ 3✓ 4✓ 5 | 1✓ 2✓ 3✓ 4✓ 5✓ |
| Linked PSRB (if appropriate) | N/A | N/A | N/A | N/A | N/A | N/A |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 7** Optional Modules | **Terrorism, Political Violence & Extremism** | **Security in the Digital Age** | **Homicide and Violent Organised Crime** | **Understanding Domestic and Sexual Violence** |  |  |
| Credit level (ECTS value) | 20 | 20 | 20 | 20 |  |  |
| Study Time (%) S/GI/PL | 30 hours Lectures & Seminars (1 hours each weekly) | 30 hours (workshops) | 30 hours (lectures and seminars) | 30 hours (workshops) |  |  |
| Assessment method | Individual Coursework (100%) | 100% coursework | 100% coursework | 100% coursework |  |  |
| Assessment scope | 3,000 word essay | 3,000 word essay | 3,000 Words on a selected Homicide and/or Violent Crime Case Study ‘Counterblast’. | 3,000 words- Extended ‘Special Report’ For Broadsheet Newspaper |  |  |
| Assessment week |  |  |  |  |  |  |
| Feedback scope | On request 20 days later | On request 20 days later | On request 20 days later | On request 20 days later |  |  |
| Delivery mode | Lectures & Seminars (1 hours each weekly) | Workshops (2 hours weekly) | Lectures & Seminars (1 hours each weekly) | Workshops (2 hours weekly) |  |  |
| Learning Outcomes | Understand the types of political violence and terrorism both historically and in the contemporary world. | Develop an applied knowledge of security in the digital environment that recognises both the theoretical and practical elements of this domain. | Critically consider ‘homicide’ violent and organised crime and other terms used by academic criminologists in relation to this type of crime, providing detailed critique and showing learning of contemporary debates around the social phenomena of violent crime | Critically consider and understand the many theoretical aspects of domestic and sexual violence particularly relating to definition, nature, extent and impacts of these issues and engage in debate and discussion of them. |  |  |
| Possess a critical knowledge of the debates regarding the prevention and ending of terrorism. | Demonstrate an understanding of the tensions that exist between security and privacy in the digital domain. | Locate individual homicide cases and violent organised crime within the conceptual and theoretical frameworks of criminological studies and critically reflect upon academic and public debates in light of socio, economic, political, cultural and technological factors. | Critically analyse contemporary and historical socio-legal and criminal justice and controversies in this area of law and criminal justice, especially in the form of both statutory and non-governmental interventions and services and present coherently on this for assessment. |  |  |
| Analyse the responses to contemporary conflict, since the end of the Cold War, which have been generated nationally, regionally and internationally considering their effectiveness and legitimacy. | Draw upon, evaluate and effectively utilise knowledge and evidence from a range of academically appropriate sources. | Provide critical commentary and considered reflection on the role of the media in helping or hindering understandings of homicide and organised violent crime. | Show awareness of the need for sensitivity in responding to Perpetrators and victims / survivors of sexual and domestic violence including an ability to reflect and critically scrutinise their own perceptions, feelings, attitudes and beliefs about perpetrators and victims of DSV in assessment. |  |  |
| Show an ability to utilise transferable skills gained throughout the module. | Exhibit a range of transferable skills including clear communication, effective independent and group based work and an ability to translate complex ideas to a wide audience. | Show the above in a piece of considered, critical writing in response to a pre-set question that is conducted in accordance with academic conventions including proper use of Harvard referencing in that shows fulfilment of the module learning outcomes and conveys argument in good, written English. Students will be expected to show that they have conducted independent research and furthered learning through accessing relevant and topical books, journals, articles and resources. | Critically analyse the place of empirical knowledge and research in relation to UDSV including an ability to critically consider evidence based standards of best practice for working with survivors and perpetrators within multi-agency approaches in both the UK and other international and global contexts and demonstrate this clearly in writing and presentation. |  |  |
| Programme Aim Links | 1✓ 2✓ 3✓ 4✓ 5✓ | 1✓ 2✓ 3✓ 4✓ 5✓ | 1✓ 2✓ 3✓ 4 ✓ 5✓ | 1✓ 2✓ 3✓ 4 ✓ 5✓ |  |  |
| Linked PSRB (if appropriate) | N/A | N/A | N/A | N/A |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 7 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 2:2 or higher Honours degree (or equivalent) in any discipline | Admission will also be made on the basis of experience of a suitable quality and length. | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | % | PgCert 60 Credits  PgDip 120 Credits  MA Seecurity Studies 180 credits |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | % |
| **Pl**acement (including external activity and study abroad) | | % |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | N/A | |

|  |
| --- |
| **Additional Information** |
| **Consultation Involved For Programme Design**  A number of different stages and consultation process went into the designing of the Security Studies MA programme. An overview of the entire process is outlined in bullet point form below.   * Comments from the external examiner about the need for a Security Studies MA from the 2014 undergraduate revalidation were used as a starting point to start discussions within the Security Studies TtC working group. * The Security Studies TtC working group discussed the possibility of a Security Studies MA degree and it was agreed that there was a desire for such a degree amongst the working group team members and a feeling this would be reflected amongst our students. * Students were involved in informal discussions in relevant level 5 and level 6 modules (e.g. War and Conflict in the Modern World and Britain and Terrorism) to gauge initial interest within the current student cohort. * After positive anecdotal feedback from the students an online Moodle poll was set up on the modules War and Conflict in the Modern World and Britain and Terrorism to more formally establish interest. The polls indicated significant interest within our current student body at level 5 & 6 (the data from these polls can still be accessed upon request). * The programme lead began writing up the programme spec and team members provided feedback in meetings as well as producing their respective module guides to sit in line with the programme philosophy and learning, teaching and assessment strategy. * Current level 6 Criminology and Security Studies students as well as recently graduated Criminology and Security Studies students were invited to look over the programme design and module overviews to provide their own insights (see below for comments). The conclusion from these forums were very positive about the degree design and structure. * Finally, a one to one consultation session was held with Linda Garratt (library liaison for BLSS) to discuss resourcing the degree with the necessary materials.   **Student Consultation**  The comments that came from the student consultation forums are included below. As mentioned above these forums included current level 6 Criminology and Security Students as well as ex-Criminology and Security Students. The comments were very positive about the programme but where suggestions to improve the degree were made these were taken into account and factored into redrafts of the programme (examples of this can be provided upon request):  Comments pertaining to the entire structure   * Thought that the focus put on applying and doing within the degree was a strong point and thought it usefully built on what was currently offered at the undergraduate. * Liked that the degree offered 20 credits worth of optionality within Criminology if the student desired it. * Thought that there were a good selection of options offered, no more necessary. * Thought the variety of the degree was a strong point. * Commented that the optionality in semester two was a strength. * The stream of research running through the programme was a positive factor especially in relation to gaining graduate employment (e.g. civil service and public sector). * It was commented that research methods and a focus on these in particular were particularly important given what employers are looking for now. * Thought the structure was good but raised a question about potential overlap with topics. * Liked that the degree offered 20 credits worth of optionality within Criminology if the student desired it.   Comments on the module Contemporary Security   * Thought that the breadth and contemporariness was a strength of this module and thought it would help and encourage students to ‘broaden their horizons’. * Thought the non-linear structure was a strength of the module. * Thought the application of content on the programme to contemporary settings was a positive element of this module. Security was not being considered in isolation but was interlinking and overlapping appropriately. * This module helped to keep the programme contemporary and current. It was mentioned that this sort of module would allow students to cover topics of contemporary interest such as ISIS and the refugee crisis. * Thought that this module would draw people to the degree because they are naturally curious about what is ongoing currently and want to discuss it. * Suggested a range of other topics: North Korea, Syria, U.S. / Israel, Environment.   Comments on the module International Relations and Security Theory   * The student thought that this was a rigorous module that would allow students to gain a full appreciation of relevant theory (something not possible currently on the undergraduate). The volume of different perspectives was a strength of the module. * A really valuable module that covered the foundations for the rest of the programme. * The student raised a point about the possibility of incorporating environmental theories in the module.   Comments on the module International Institutions and Security   * Thought the geographical range of the module was a positive. The global focus positively contributed to the programme. * The student thought this was a very relevant and contemporary module (e.g. Issues surrounding the UN, NATO and failed institutions). Focus on human security positively contributes to the programme. * The module is particularly relevant in a Brexit context. * Liked that the module focused on both the theories of institutionalism and the workings of these institutions within particular contexts. * Commented that the module was stronger for focusing outside of just institutions such as the UN, NATO and EU to institutions that operate in different parts of the globe. * Thought the specific employability week was a positive contribution to the module.   Comments on the module Research Methods   * Thought the focus on “doing” (practicality) was a positive. Thought the assessment was innovative and useful for furthering research skills. * Thought the module being structured around staff research expertise was beneficial to the module and programme (mentioned by all students) * Highlighted specifically that this would allow students to understand the specific complexities researchers teaching them on the programme had themselves experienced when conducting a given research method. * Liked that the module took a pro-active, “hands on approach” to the topic. * Thought that the module was comprehensive and sought to provide an honest and transparent overview of the different research methods and their application “outside of the classroom” provided by experts with the requisite research experience.   Comments on the module Researching Crime and Security   * Stressed the value of a “real life”, practical environment to practice research and research bids in. The student went on to note how useful this would be for graduate style assessment days. * Thought this kind of module was something lacking in the undergraduate setting and was pleased to see this sort of thing was taking place at MA level given the importance of these sorts of skills in applying for graduate jobs and in the workplace. * Thought the module was strong and while acknowledging the importance of group work (especially for employability) but raised legitimate concerns regarding issues that can sometimes surface when this format is used. Suggested that proper supervision of groups would be a good way to avoid this becoming an issue on the module. * A comprehensive module that is wide reaching and covers the “real world” process of pitching for research grants. * Thought the assessment was innovative, would provide students with good experience and would serve as a good draw onto the degree.   Comments on the option module Terrorism, Political Violence and Extremism   * The decision to focus on the history and development of terrorism was highlighted as a positive element of the module. Thought the module provided a good platform to discuss a contemporary and controversial topic. * Commented broadly that the two Security options were strong modules and that they would be keen to take these modules. * Thought the module was strong but wondered whether it could reflect a wider array of different types of terrorism (e.g. Marxist inspired) * Thought that both the options were positive contributions to the degree.   Comments on the option module Security in the Digital Age   * Thought the variety of topics was good and the fact that the module dealt with contemporary issues. Highlighted that the focus on specific and under discussed elements of the area (such as race and surveillance) positively benefited to the module and the programme. * Highlighted content like “Cyberwar: the fifth domain?” as a particularly interesting week’s content. * Thought that both the options were positive additions to the programme. * Suggested that this module could offer more focus on situations where businesses are the target of cyberattack.   **Library Consultation**  In addition to these comments and as also mentioned above a one-to-one consultation with Linda Garratt (library liaison for BLSS) was held to get feedback on resourcing. Linda provided very useful advice on resourcing this degree and mentioned that while relevant material and subscriptions do exist already related to Security Studies (due to the undergraduate programme) the following steps would be useful to get a better sense of what would be necessary to resources the degree:   * The drafting of a core reading list across all the modules offered; * The drafting of a list of journal subscriptions relevant to this degree.   Both of these points have been taken on board and will be completed in collaboration with the Library and Linda to establishing the resourcing of this degree. The extra funding requested as part of the APG process for journal subscriptions could be used here and would also have the knock on effect of benefiting the undergraduate students taking the Criminology and Security Studies Degree. |