


PROGRAMME SPECIFICATION (Taught Postgraduate)	
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1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	Gender and International Security: conflict crime and justice
5	Programme Code	4198F/P
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Level 7
9	Last updated	February 2025

10	Programme Aims
<ol style="list-style-type: none"> 1. To provide a research and teaching environment in which students from a range of educational and professional backgrounds can acquire advanced understanding of the key concepts, theories, principles, and debates that underpin the fields of international security and gender studies; 2. To equip students with the conceptual and analytical skills necessary to identify challenges and solutions in international security (e.g., crime, conflict, and justice) particularly as these are shaped by gender and its intersections; 3. To develop students' skills in undertaking interdisciplinary research and in conceptualising, designing, undertaking, and completing original research papers and dissertations; 4. To produce employable graduates capable of successfully pursuing careers in the public or private sector, and/or who are qualified to pursue advanced research degrees in their chosen field; 5. To contribute to the University's objectives by providing high quality training to an increasing number of postgraduates and enhancing their key skills and employability; 6. To provide a programme which meets the learning outcomes at level 7 of the Framework for Higher Education Qualifications; 	

7. To comply with prevailing University policies and QAA codes of practice.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in areas relevant and specific to the degree programme and social science methods more broadly.

Knowledge and Understanding

On completing the programme students should:

A1 Demonstrate advanced comprehension of the concepts, theories, principles, and debates that shape the fields of international security and gender studies, with a particular focus on conflict, crime, and justice.

A2 Demonstrate advanced comprehension of interdisciplinary social science research methods and the ability to apply those methods in practice;

A3 Have an ability to apply an interdisciplinary gendered lens to conflict, crime, justice and security and to articulate the relevance of gender and its intersections to international security;

A4 Have a foundation of specialist knowledge and research skills from which they can pursue careers or postgraduate research in their chosen field.

Teaching and Learning Methods

The primary means of imparting knowledge and understanding (A1-A4) is seminars, which include diverse combinations of lectures, group exercises, and student presentations. Throughout the programme, students are strongly encouraged to engage in independent reading for which they are given extensive support and guidance through one-on-one tutoring. All learning outcomes (A1-A4) are enhanced by the student's self-designed dissertation, the completion of which is strongly supported by one-on-one supervision by staff.

The Schools of GPS and Law and the HASS Faculty also offer a range of events focused on international security and gender such as workshops and talks from staff and guest speakers (including many renowned scholars), which students are encouraged to attend to improve their knowledge of the fields.

Assessment Strategy

Knowledge and understanding outcomes (A1-A4) are primarily assessed by research projects which are designed to assess theoretical and conceptual understanding and the capacity of students to relate knowledge through case studies and other empirically focused projects in modules and by the dissertation.

Intellectual Skills

On completing the programme students should be able to:

B1 Synthesise and critically engage with an interdisciplinary range of academic literature;

B2 Analyse, evaluate, and interpret a variety of primary and secondary sources from their chosen field(s);

B3 Plan, conduct, and effectively communicate research in written and oral form according to scholarly conventions;

B4 Have the theoretical and practical skills to successfully complete an independent MA dissertation.

Teaching and Learning Methods

Intellectual skills (B1-B4) are developed through modules, which incorporate study skills content, presentations, and essay workshops as well as the production of the assignments. Students are also supported in the development of cognitive skills (B1-B4) through the dissertation preparation modules and the one-on-one dissertation supervision by a member of staff.

Assessment Strategy

Intellectual skills (B1-B4) are assessed through module activities (including research papers, policy briefs/evaluations, presentations) and by the dissertation.

Practical Skills

On completing the programme students should be able to:

C1 Bibliographic and computing skills:

- (i) Identify, locate, and retrieve relevant materials relating to study and research including books, journals, theses, conference proceedings, and electronic resources;
- (ii) Maintain relevant records and produce a research bibliography;
- (iii) Demonstrate relevant IT skills including word processing, storage of data, computerized qualitative and quantitative data analysis, production of written material, presentations, and handouts in accordance with scholarly standards.

C2 Research ethics:

- (i) Demonstrate advanced understanding of matters relating to privacy and confidentiality in social science research;
- (ii) Demonstrate awareness of the political context of research, including power relations in fieldwork;
- (iii) Demonstrate awareness of and compliance with relevant professional codes of practice;
- (iv) Demonstrate consideration for the ethical responsibilities attendant to scholarly research.

Teaching and Learning Methods

Bibliographic and computing skills (C1) are taught through module workshops, practical classes (including at School, Faculty, and University level), dissertation supervision. Ethical issues (C2) are taught through module lectures, assessment workshops, and dissertation supervision.

Assessment Strategy

Bibliographic and computing skills (C1) are assessed by means of written coursework and the dissertation. Ethical issues (C2) are assessed by the production of ethics review documents prior to the dissertation and by the dissertation itself.

Transferable/Key Skills

On completing the programme students should be able to:

D1 Use appropriate written communication to convey ideas, findings, and recommendations concerning international security and/or gender tailored in content style and presentation to the needs of specialist and non-specialist audiences;

D2 Use appropriate oral communication to convey ideas, findings, and recommendations concerning international security and/or gender tailored in content style and presentation to the needs of their intended audience;

D3 Work independently with initiative and work effectively as a member of both subject-specific and multi-disciplinary teams, including identifying and prioritising key tasks, demonstrating time management, etc.;

D4 Make effective and critical use of a range of information resources, including cutting-edge data, scholarship, governmental and non-governmental publications, and other sources relevant to gender and international security.

Teaching and Learning Methods

Written and oral communication skills (D1, D2) are learned through practice in modules (including individual and team oral presentations, seminar discussions, and written assessments) and in preparing the dissertation under supervision. Independent time and task management, as well as teamwork skills (D3) are developed through opportunities to cooperate, develop ideas, improve problem-solving capacity, and work to deadlines in module presentations, written assessments, assessment workshops, and the dissertation. Ability to process a range of relevant information (D4) is taught through seminar discussions, workshops, and dissertation preparation.

Assessment Strategy

Effective written and oral communication (D1, D2) are assessed, both formatively and summatively, as part of module coursework, written assessments, and the dissertation. Effective time and task management (D3) is indirectly assessed through the fulfilment of module requirements and the dissertation in a timely manner. Effective processing of information (D4) is assessed, formatively and summatively, in the context of student analysis and correct presentation in seminar discussions, presentations, written assessments, and the dissertation. All key skills (D1-D4) are assessed in the process of developing, undertaking, and completing the dissertation.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

One year full time or two years part time.

180 credits (120 coursework, 60 dissertation)

160 credits compulsory (4 x 20 credit module; 2 x 10 credit modules; 1 x 60 credit dissertation), 20 optional credits

Key features of the programme (including what makes the programme distinctive)	
Problem and solutions based teaching	
Programme regulations (link to on-line version)	
Programme Regulations 2025-26	
13 Support for Student Learning	
Generic information regarding University provision is available at the following link. Generic Information .	
14 Methods for evaluating and improving the quality and standards of teaching and learning	
Generic information regarding University provision is available at the following link. Generic Information <i>Accreditation reports</i> <i>Additional mechanisms</i>	
15 Regulation of assessment	
Generic information regarding University provision is available at the following link. Generic Information	
In addition, information relating to the programme is provided in:	
The University Prospectus: Find a Degree Postgraduate Newcastle University (ncl.ac.uk) Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/	

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.

