


<b>PROGRAMME SPECIFICATION</b> <b>(Taught Postgraduate)</b>	
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<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	MA
<b>4</b>	<b>Programme Title</b>	MA Gender and Public Policy
<b>5</b>	<b>Programme Code</b>	4195 F/P
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Last updated</b>	February 2026

<b>10</b>	<b>Programme Aims</b>
<p>The MA in Gender and Public Policy is designed to equip students with both a comprehensive understanding of the key concepts and debates that underpin Gender Studies, and theoretical and practical advanced knowledge of policy-making processes at local, regional, national, and international levels and how two disciplinary traditions inform each other. This program aims to:</p> <ol style="list-style-type: none"> <li>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 public policy and gender studies;</li> <li>2. To equip students with the conceptual and analytical skills necessary to identify challenges and solutions in policymaking at regional, national, and international levels, particularly as these are shaped by gender and its intersections;</li> <li>3. To develop students' skills in conceptualising, designing, undertaking, and completing original research papers and dissertations;</li> <li>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;</li> </ol>	

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** Have an advanced knowledge and understanding of the concepts, theories, and debates that shape the fields of public policy and gender studies;

**A2** Have an advanced knowledge 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 and to articulate the relevance of gender and its intersections to public policymaking;

**A4** Have a foundation of specialist knowledge and research skills from which they can pursue careers with a policymaking dimension and/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 School of GPS and the HASS Faculty also offer a range of events focused on policy 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.

Students participate in the annual MA dissertation conference which provides an opportunity for the consolidation of their skills and additional feedback on their dissertation projects from the wider Sociology staff team.

### **Assessment Strategy**

Knowledge and understanding outcomes (A1-A4) are primarily assessed by research projects, policy briefs and evaluations, case studies, and other empirically focused projects in modules, which are designed to assess theoretical and conceptual understanding and the capacity of students to relate knowledge 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 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 work (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.
  - (iv) Conference poster production and presentation
- 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.

<b>Teaching and Learning Methods</b>
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.
<b>Assessment Strategy</b>
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.
<b>Transferable/Key Skills</b>
On completing the programme students should be able to:  <b>D1</b> Use appropriate written communication to convey ideas, findings, and recommendations concerning public policy and/or gender tailored in content style and presentation to the needs of specialist and non-specialist audiences;  <b>D2</b> Use appropriate oral communication to convey ideas, findings, and recommendations concerning public policy and/or gender tailored in content style and presentation to the needs of their intended audience;  <b>D3</b> 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.;;  <b>D4</b> 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 public policy.
<b>Teaching and Learning Methods</b>
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.
<b>Assessment Strategy</b>
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.

<b>12 Programme Curriculum, Structure and Features</b>
<b>Basic structure of the programme</b>

One year full time or two years part time.

180 credits (120 coursework, 60 dissertation)

140 credits compulsory (3 x 20 credit module; 2x10 credit modules; 1 x 60 credit dissertation)

40 credits of optional modules

**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 26/27](#)

**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](#)

*Accreditation reports*

*Additional mechanisms*

**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.