MSc Security Management (Campus based)

Programme Specification

Primary Purpose:
Course management, monitoring and quality assurance.

Secondary Purpose:
Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer:
The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

Contents

Programme Specification

1. Named Awards

MSc Security Management

2. Course Code (and UCAS Code if applicable)

C2629F

To view units and course structures please visit www.port.ac.uk/unitwebsearch and enter the 'C' code above to find the correct course.

3. Awarding Body

University if Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

N/A

6. QAA Benchmark Groups

N/A

7. Document Control Information

August 2016

8. Effective Session

2016-17

9. Author

Professor Mark Button

10. Faculty

FHSS

11. Department

ICJS

12. Educational Aims

- To provide a programme of study for security professionals and those seeking to become security professionals, that enhances their knowledge, skills and professional development; ultimately contributing to the government's agenda of raising standards and professionalism in the security industry.
- To develop students' understanding of the theoretical context of security management in organisations and society.
- To enable students to critically examine the role and function of the security management function.
- To develop students' awareness of strategies to reduce security risks.
- To develop students' knowledge of general management theory and its relevance to security management.

- To provide an opportunity for students to develop an understanding of the application of criminological, risk, psychological and managerial research to the security function.
- To provide opportunities for students to study a range of security related subjects and to write a substantial piece of academic work

13. Reference Points

The programme and outcomes have been developed taking account of:

- The University of Portsmouth Curriculum Framework Document
- QAA Code of Practice for the Assurance of Academic Quality and Standards in HE
- Framework for the Higher Education Qualifications
- The scholarship and research expertise of academic members of ICJS staff
- Subject Benchmark Statements for Criminology
- ICJS 'Core Values'.

14. Learning Outcomes

The Learning Outcomes have been developed in conjunction with the Educational Aims stated above.

A. Knowledge and Understanding of:

1. The wide variety of security risks and different strategies that can be used to manage them.
2. The competing agencies involved in security management.
3. General management theory and strategies applied to the security management context.
4. The challenges of crisis and business continuity and the most effective strategies to counter them.
5. The application of security, management and criminological research to security organisations.
6. A specialist area researched for the dissertation

Learning and Teaching Strategies and Methods

A1-A6 are delivered through: taught core and optional units, small group-work in seminars, and a tutor supported dissertation based on a research question and design developed by the student. Students are encouraged to continue developing employability skills through paid employment or volunteer placements with the relevant agencies. The core units also provide opportunities to mix and network with the distance learning students who are generally already working within the security world. Dissertation supported through regular individual meetings with the dissertation supervisor or one-to-one online tutorials or email-based exchange to guide and direct student to relevant literature to provide the essential knowledge for the research project and to enable A6 to be achieved.

Assessment

A1-A5 will be assessed through a range of essays, short assignments and case studies. A6 will be assessed by a dissertation.

B. Cognitive (Intellectual or Thinking) Skills, able to:

1. Critically evaluate the organisations and their security strategies an organisational and national level.
2. Design research and undertake data analysis and evaluate quantitative and qualitative research methodologies.
3. Review and evaluate evidence using an ethical approach to develop logical arguments.
4. Engage critically with competing academic literature and apply them to the security function.
5. Apply relevant frameworks or approaches to understand security policy-making in England and Wales.
6. Engage with a range of other associated security, management and criminological issues

Learning and Teaching Strategies and Methods

B1-B6 will be achieved through a range of structured activities throughout the programme of studies which will encourage and prompt critical engagement with course literature and/or materials, competing interpretations and experiences. Example activities include tutor and student-led seminars, student presentations, discussion, questioning and interaction. the parking I

Assessment

B1-B5 will be assessed through essays, short assignments, presentation slide/briefs and case-study coursework, which will require deployment of a range of critical analytical skills and bibliographic research and evaluation skills. Dissertation criteria will require demonstration of B1-B5.

C. Practical (Professional or Subject) Skills, able to:

1. Apply a range of generic and security specific concepts to security risks.
2. Locate evaluate, synthesise and summarise evidence from a wide range of relevant national and international security, managerial and criminological studies.
3. Present an informed opinion on the appropriateness of security, business continuity and crisis management policy and strategy within diverse contexts.
4. Undertake independent research on complex matters relevant to security management.
5. Demonstrate an ability to research independently, to evaluate different kinds of evidence, and to synthesise and evaluate material from a wide range of different sources in producing a research based dissertation.

Learning and Teaching Strategies and Methods

C1–C5 are delivered to enable the student to acquire practical, professional and subject skills through: taught core and optional units to expand further their academic knowledge of contemporary issues and professional practices, small group-work in seminars to discuss and debate contemporary issues, and a tutor supported dissertation based on a research question and design developed by the student. Students are encouraged to continue developing employability skills through paid employment or volunteer placements with the relevant agencies.

Assessment

C1-C5 will be assessed through the core of coursework assignments which will require the application of academic research to theoretical, practical and policy-analysis-based aspects of security and related issues in England and Wales and beyond. C5 will be assessed through the dissertation.

D. Transferable (Graduate and Employability) Skills, able to:

1. Select and effectively use a range of strategies and resources to explore problems, research different options and formulate valid proposals.
2. Develop a broad range academic and employability skills particularly in communication, information technology skills and problem solving.
3. Communicate through a range of forms of written work and online communication.
4. Demonstrate a basic knowledge of ICTs, including word-processing, presentation preparation, use of email, online discussion tools, web searching and evaluation of sources, online bibliographic database searching, etc..
5. Manage, plan, implement and write up a dissertation.
6. Take charge of one's own learning (planning and managing own time), reflecting and evaluating personal strengths and weaknesses for future learning (and developing as appropriate)

Learning and Teaching Strategies and Methods

The majority of coursework assignments will expect students to locate appropriate materials from a range of sources (directed and undirected), to evaluate their utility, accuracy and currency and to use them to communicate effectively in a wide range of written and discursive formats (D1-D6). All assignments must be word-processed and students are expected to seek academic and technical sources of help and advice from a number of sources at different stages of the programme (D2-D4). All students are required to take personal responsibility for their learning throughout and to plan and deliver assignments within a framework of paced-study and appropriate deadlines (D6).

Assessment

D1-D6 will be assessed through the coursework requirements for each unit. D5 is assessed through the dissertation. The system of deadlines and associated penalties for late submission ensures student planning of time and academic tasks and encourages personal responsibility for own learning (D6).

15. Course Structure, Progression and Award Requirements

- 180 credits are required to achieve a Masters degree. Standard University rules apply and the regulations must be consulted for a full description of exit awards.
- The programme operates on a 1 year full time basis.
- Units are 30 credits (with the exception of the 60 credit dissertation).
- One credit is equivalent to 10 notional learning hours.

16. Employability Statement

Employability skills are delivered (and assessed where applicable) throughout the curriculum. We provide structured support to enable students to develop their employability skills throughout the course. Students are

also encouraged to undertake voluntary or paid placements with the relevant agencies in order to gain the practical employability skills and experience required by these employers. We have extensive links with security and criminal justice related agencies to achieve this. *Career management skills* specifically (as a subset of employability skills) will be embedded throughout the curriculum.

Students are introduced to career management skills (self awareness, professional development planning, CV development etc) in order to get them thinking about their existing skills and career plans at our annual study school. There are plenary sessions for students on the further development of career management skills and this is supported by interactive online exercises and website resources related to the subject area. Students also have access to an interactive, online Employability Hub and the ICJS Linkedin network.

As part of Induction personal tutorials and PDP, we provide further guidance and activities for students (as part of what are currently termed 'Pathfinder Exercises'). This is linked to individual research/project skills related to the core 60 credit dissertation/project and group research/project skills in core units.

For all students we also run a series of Faculty-wide careers events with employers from a range of relevant employment sectors during the year and a Faculty Alumni Day. ICJS also runs a Careers Panel, which invites former ICJS students, who have since gained employment in the relevant sectors, to return to the university and share their experiences with current students.

All these activities will be supported by the Personal Tutor system and a refocused PDP – developing students as professionals - *Professional Development Planning*.

We also provide opportunities for students to engage in work-related learning through active learning and the application of skills in work-related environments. This consists of an understanding of working environments and the impact of globalisation on career goals.

17. Support for Student Learning

- The Course is managed by a Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.

18. Admissions Criteria

A. Academic Admissions Criteria

Normally a first degree (2.2 minimum) in a relevant subject
or
exceptionally a strong profile of relevant professional experience and/or training and demonstration of academic ability to achieve postgraduate level
or
a social science/humanities degree with successful completion of International College Portsmouth pre-Masters in Social Science
or
a social science/humanities degree with successful completion of Kaplan International College (London) Graduate Diploma in Law and Social Sciences (Law Pathway)

B. RPL Tariff

Candidates with appropriate qualifications and experience will be eligible to apply for RPL on this course. All recognised courses are recorded on the ICJS RPL tariff.

C. English Language Criteria

For those applicants where English is not their first language, IELTS 6.5 with no component below 6.0. A formal exemption process is in place at Admissions stage for relevant cases.

D. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- University Contact for day-today running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, eg National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.

- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

20. Assessment Strategy

Units include a wider range of innovative coursework assignments, formative and summative, including the writing of reports and reviews of different types of research literature. At this level, assessments are designed to encourage students to draw on a wider range of information sources and to develop a more evaluative and critical approach to materials. Formative assessments undertaken during seminars and/or online seminars, involving small group work and in-class tests, will assist students to develop critical thinking skills and the feedback provided will help students' understanding in how to apply this analysis to their later summative assessments during the consolidation and assessment period.

All students undertake a dissertation or extended research study which requires independent research study and management, supported by a tutor. The Research Methods and Research Management unit includes a more challenging range of formative and summative assessments designed to assess students' critical and analytical skills, and develop their familiarity with a range of primary sources. Some of the formative assessments will include work-related skills, such as report writing and writing presentations.

21. Assessment Regulations

Standard university rules apply (see Assessment and Regulations).

22. Role of Externals

Subject External Examiners who will:
- oversee unit assessment and usually attend Unit Assessment Boards;
- approve unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:
- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

Students who complete this course are entitled to at least Graduate Membership of the Security Institute and if they have appropriate experience Full Membership.

B. Periodic Programme Review (or equivalent)

The review took place on 2nd February 2015
The Periodic review confirmed:
Fitness of Purpose of Curriculum
Annual Monitoring and Review Processes Effective.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see Higher Education Review of the University of Portsmouth, March 2015*[1]).

[1] www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

D. Others

None.

24. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Postgraduate Prospectus.
- Assessment Regulations.
- University of Portsmouth (http://www.port.ac.uk/) and (www.port.ac.uk/icjs) website.