Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td>N/A</td>
</tr>
<tr>
<td>Programme Name</td>
<td>Gender Studies (Applied)</td>
</tr>
<tr>
<td>Award</td>
<td>MLitt</td>
</tr>
<tr>
<td>Faculty</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Division (if applicable)</td>
<td>CMC</td>
</tr>
<tr>
<td>UCAS Code (UG only)</td>
<td></td>
</tr>
<tr>
<td>Programme Code</td>
<td>TXX43-GND</td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full Time ☒ Part Time ☒ (if both please provide two Degree Programme Tables in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK ☒ International ☐ Where: Online ☐ Blended ☐</td>
</tr>
<tr>
<td>Admission Points</td>
<td>September ☒ January ☐ Other (if more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Length of Programme</td>
<td>Full-time: 12 months. Part-time: 27 months</td>
</tr>
<tr>
<td>SCQF Level</td>
<td>11</td>
</tr>
<tr>
<td>Total Credit Value</td>
<td>180</td>
</tr>
<tr>
<td>ECTS Credit Value</td>
<td>90</td>
</tr>
<tr>
<td>Relevant QAA Subject Benchmark</td>
<td></td>
</tr>
<tr>
<td>Professional Body Accreditation (all relevant accreditations to be listed)</td>
<td>Name of accrediting body: N/A Required for programme: Yes/No (delete as appropriate) Date of Accreditation: XX / XX / 20XX Date of Renewal: XX / XX / 20XX</td>
</tr>
<tr>
<td>Programme Director</td>
<td>Kirsty Alexander</td>
</tr>
<tr>
<td>Advisor of Studies</td>
<td>Kirsty Alexander</td>
</tr>
<tr>
<td>Programme Approved</td>
<td></td>
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<tr>
<td>Last Updated</td>
<td></td>
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</table>
Section 2 Overview

PROGRAMME SUMMARY

The MLitt in Gender Studies (Applied) aims to equip students with conceptual and practical skills in gender analysis and research, underpinned by feminist theory. Through core modules—Understanding Gender, Feminist Research, and Key Feminist Thinkers—students are exposed to a range of theoretical and methodological approaches for studying gender. We give history and context to the development of key feminist debates, exploring commonalities and differences in the ways they have played out in different disciplines, and attending to developments in the study of masculinity and sexuality. At the heart of the programme is a concern about how academic debate informs, is shaped by, and is at times distanced from, how gender “works” in real world contexts. Students explore these issues through a seminar-based programme and are offered the opportunity to apply their learning in real world contexts through the Research Placement module.

Key Features of the Programme

- The programme is multi- and interdisciplinary, and incorporates recent developments in feminist posthumanities.
- The strong emphasis on conceptual foundations attends to the dynamics between academic and activist knowledge-building.
- Students have the opportunity to apply and develop their knowledge and practical research skills on research placement.
- The programme develops students research and analytical skills using a variety of teaching and assessment methods.

PROGRAMME AIMS

On successful completion of this programme, you should be able to:

1. Command a substantial body of theoretical, conceptual and empirical knowledge in Gender Studies.
2. Apply perspectives in Gender Studies to critically evaluate contemporary gender issues in different spheres of life, locally, nationally and globally.
3. Appreciate the significance of the connections between academic and activist knowledge-building in Gender Studies, historically and in the present.
4. Undertake the design of, conduct and disseminate an independent piece of scholarly research informed by the principles and practices of feminist research.
5. (for practitioners) Enhance professional practice through the development of work-related learning and scholarly enquiry.

WHAT WILL I BE EXPECTED TO ACHIEVE?

Detailed Learning Outcomes

On successful completion of this programme, you should be able to:

Knowledge and Understanding:

1. Demonstrate a critical understanding of how gender has been theorised and operationalised in feminist scholarship in a range of disciplinary contexts.
2. Demonstrate a critical understanding of intersectionality in theory and practice.
3. Demonstrate an interdisciplinary, historicised understanding of key debates about the processes and practices of feminist research.
4. Demonstrate an understanding of specific debates within feminist theory and of the historical,
theoretical and political relationships between selected writings.

Subject-specific skills and other attributes:
- Demonstrate the ability to apply the knowledge and skills developed through this programme to real world contexts

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes:
- Conduct independent research (under supervision) on a topic of their choosing, identifying appropriate research questions and the methods necessary to investigate them, positioning their research relative to existing academic debates, and presenting their work effectively in an appropriate forma

Intellectual, Practical and Transferable Skills and other graduate attributes:
1. Formulate rigorous and rational argument based on sound analysis utilising a variety of sources and empirical data.
2. Express and communicate ideas effectively and confidently in all mediums with fluency and clarity.
3. Develop intellectual independence and self-reflexivity in learning and researching.
4. Work independently and manage your time and resources effectively.
5. Develop ability to work as part of teams, and to show leadership and responsibility in relation to the organisation and delegation of tasks.
6. Apply skills of critical analysis to real world situations within a defined range of contexts.

Values and Attitudes:
1. Openness to difference – reflecting feminist praxis, students are encouraged to respect differences in perspectives and identities among their peer group and in interactions with staff.
2. Compassion towards self and others – self-care and care for others are promoted in the teaching and learning context, and are inextricably bound to acting responsibly and respectfully in that context.
3. Excellence in the pursuit of scholarly inquiry, with rigour, criticality and ethical conduct at the forefront of this pursuit.
4. Ambition – the programme fosters ambition (understood as self and social improvement) and seeks to encourage students to be ambitious, in terms of their own professional and personal development, as well as for their organisations, workplaces and their society.

HOW WILL I LEARN?

The Gender Studies programme values collaborative teaching and learning both among students and between students and staff. Appropriate teaching methods and learning strategies have been developed to achieve the learning outcomes of the MLitt in Gender Studies. Core modules are seminar-based with strong emphasis on student led-discussions and paired and group activities. This emphasis is underpinned by the expectation that students become independent learners, reading widely to learn deeply and spending the necessary time to do so. Where appropriate and if requested, short lectures will be given to facilitate comprehension of conceptual, theoretical and empirical knowledge. The Research Placement and Advanced Readings optional modules place more emphasis on independent and subject-specific learning, with teaching provided through supervisory meetings and ongoing guidance. For information on the teaching methods and approach in the other optional modules, please consult the module specific outlines. For all modules, teaching and learning is also supported by feedback and guidance sessions, where lecturers are available to discuss aspects of the programme, including assessments, on a one-to-one or in small group formats as appropriate.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?
Assessment and Assessment Criteria

Assessments vary across the programme and include learning logs, critical reviews, reflective essays, literature reviews, research projects as well as standard academic essays. The assessments are designed to enable students to develop a range of academic and transferable skills and to provide multiple opportunities for feedback and development. Most modules in the programme have more than one summative assessment, and assessments are designed to cumulatively build students engagement with, and achievement of, stated learning outcomes. Assessment criteria are provided for each assessment with a view to bring clarity to the assessing and grading process.

Feedback on Assessment
You will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here; http://www.stir.ac.uk/academicpolicy/handbook/assessment/

Assessment Regulations
If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at: Postgraduate – Taught

WHAT WILL I STUDY?

Outline Programme Structure

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.

- Where an “Option list” is specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below

Postgraduate

Full-time

Total full-time credit value = 180
Compulsory credits = 120
Option credits = 60

<table>
<thead>
<tr>
<th>Autumn</th>
<th>GNDPP01 - Understanding Gender (20)</th>
<th>GNDPP02 - Feminist Research (20)</th>
<th>Select 20 credit from the option below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>GNDPP03 - Key Feminist Thinkers (20)</td>
<td>Select 40 credit from the options below</td>
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</tr>
<tr>
<td>Summer</td>
<td>GNDPPDS Dissertation (60)</td>
<td></td>
<td></td>
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</tbody>
</table>

Part-time

Year 1

Total full-time credit value = 80
Compulsory credits = 60
Option credits = 20

<table>
<thead>
<tr>
<th>Autumn</th>
<th>GNDPP01 - Understanding Gender (20)</th>
<th>GNDPP02 - Feminist Research (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### Spring

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNDPP03</td>
<td>Key Feminist Thinkers</td>
<td>20</td>
</tr>
</tbody>
</table>

Select 20 credit from the option below

### Summer

Optional 20 credits of:
- GNDPP04 Research Placement | 20 |
- GNDPP06 Advanced Readings in Gender Studies | 20 |

### Part-time Year 2

Total full-time credit value = 100  
Compulsory credits = 60  
Option credits = 40

### Autumn

Select 20 credit from the option below

### Spring/Summer

GNDPPD2 - Dissertation part-time (60)

### Option Modules as follows:

- PCMPPX2 Public Affairs and Advocacy | Autumn
- GOIPP12 - Gothic and Gender | Autumn
- ICCPP21 Approaches to International Politics – new option added | Autumn
- GNDPP04 - Research Placement | Spring
- GNDPP06 - Advanced Readings in Gender Studies | Spring
- HRMP006 - Managing and Developing a Diverse Workforce - | Spring
- ICCPP25 - Conflict and Coexistence – Migration and Refugee Movements | Spring
- CRMP013 - Criminalisation, Social Control and Human Rights – | Spring

### READING LIST


### Section 3 Student Support

#### SUPPORT FOR STUDENT LEARNING

**Induction**

You will receive an induction during the first days of your programme. This includes a range of social events, information sessions and activities to help you orientate yourself at Stirling and access the services.
available to you. These are opportunities to meet staff and other students from across the university, in the Faculty and Division, and on the programme.

The Gender Studies induction schedule can be found here.

**Study Skills Support**

Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

**What SLS are able to do:**

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.

More information can be found here: http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/

**STEER**

STEER is a University-wide peer support scheme linking in returning student "Captains" with new undergraduate or taught post-graduate "Crew" during their first year at Stirling.

The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: https://www.stirlingstudentsunion.com/representation/studentsupport/steer/

**Stirling Graduate School**

For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/

**Academic and Pastoral Support**

**Adviser of Studies:** Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: http://www.stir.ac.uk/registry/advisers/

**Personal Tutor:** The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: http://www.stir.ac.uk/tse/personal-tutor/
Support and Wellbeing: At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: http://www.stir.ac.uk/campus-life/support-and-wellbeing/

Student Union: you can also access support through the Students’ Union, more information can be found here: https://www.stirlingstudentsunion.com/representation/studentsupport/

Accessibility and Inclusion (A&I)
A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: http://www.stir.ac.uk/student-support/accessibility-inclusion-service/

Learning Resources
You can find out more about the resources available to support your learning here: http://www.stir.ac.uk/campus-life/learning-support/

Section 4 Programme Evaluation and Enhancement

METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Module Evaluation
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/

Programme Review
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/

External Examiner(s)
Name of External Examiner: Dr Kaitlynn Mendes
Institution: School of Media, Communication and Sociology. University of Leicester.

Section 5 My Future

WHAT KIND OF CAREER MIGHT I GO ON TO?

Students who have completed the MLitt have went onto develop careers in academia and publishing, and have found employment with civil society organisations, including the Glasgow Women’s Library.

Graduate Attributes
Through studying your degree programme you will become a subject specialist, with in-depth knowledge, understanding and skills associated with their discipline(s). Our ambition is that you will also be confident, aspirational graduates with the right skills and attitudes to **connect; innovate and transform.** On this programme you will have the opportunity to become:

### Connected

- With their discipline(s) knowledge, understanding and skills with a range of complex real world issues
- With contributions from alumni, private, public and third sector to develop their employability skills
- With knowledge, experiences, and people providing different perspectives, to understand different cultures, beliefs and traditions
- And work with one another as an inclusive learning community and with the wider community
- And communicate effectively through digital and other media

### Innovative

- Through active and ethical research
- Through independent critical and reflective thinking
- Through identifying opportunities to improve what they do and taking action

### Transformative

- Through your intellectual sporting and cultural passion and excellence
- Through sharing new perspectives and broadening horizons
- Through being professional, adaptable and resilient and equipped to succeed in the global market place
- Through being an active global citizen who is socially, culturally, and environmentally aware.

### WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?

**N/A**

### WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?

The programme offers an optional Research Placement module which allows students to put their learning on the Gender Studies programme into practice in an applied piece of research, on gender or feminist issues, for a client organisation. We have established links with a wide range of feminist and queer organisations - including Engender, Zero Tolerance, Scottish Women's Aid, Glasgow Women's Library, Scottish Queer International Film Festival and Women's Support Project. We have also provided placements with organisations exploring issues of gender and sexuality in specific contexts. It may also be possible for students to undertake placements within their own workplace if they are already in employment.

### WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?

The programme offers a solid grounding to progress to doctoral studies.

### WHAT OTHER INFORMATION DO I NEED TO KNOW?
**Section 6 Admissions**

<table>
<thead>
<tr>
<th>HOW DO I ENTER THE PROGRAMME?</th>
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<tbody>
<tr>
<td><strong>Admissions Criteria</strong></td>
</tr>
<tr>
<td>A minimum of a second class Honours degree (2.1 preferred) or equivalent. Applicants without these formal qualifications but with significant appropriate/relevant work/life experience are encouraged to apply.</td>
</tr>
<tr>
<td>If English is not your first language you must have one of the following qualifications as evidence of your English language skills:</td>
</tr>
<tr>
<td>• IELTS: 6.5 with 6.0 minimum in each skill</td>
</tr>
<tr>
<td>• Cambridge Certificate of Proficiency in English (CPE): Grade C</td>
</tr>
<tr>
<td>• Cambridge Certificate of Advanced English (CAE): Grade B</td>
</tr>
<tr>
<td>• Pearson Test of English (Academic): 60 with 56 in each component</td>
</tr>
<tr>
<td>• IBT TOEFL: 90 with no subtest less than 20</td>
</tr>
<tr>
<td>For more information go to <a href="#">English language requirements</a></td>
</tr>
<tr>
<td>If you don’t meet the required score you may be able to register for one of our pre-sessional English courses. To register you must hold a conditional offer for your course and have an IELTS score 0.5 or 1.0 below the required standard. <a href="#">View our range of pre-sessional courses</a></td>
</tr>
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</table>

Version: 2
Date Version Approved: 22.10.2018
For use from: 22.10.2018