PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	**MA Diversity and the Media** The Diversity and the Media is a Masters degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma Diversity and the Media Postgraduate Certificate Diversity and the Media
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	College of Creative and Digital Industries (Harrow)
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	One year (full time). September start.
QAA subject benchmarking group(s):	There are no subject benchmark statements for Master's degrees in Media and Communication. The course team have consulted the following Honours degree Benchmark statements: Communication, Media, Film and Cultural Studies 2008 (QAA 251 06/08) and 2008 (QAA 251 06/08)
Professional statutory or regulatory body:	N/A
Date of course validation/review:	2011-12
Date of programme specification approval:	2011-12
Valid for cohorts:	From September 2018
Course Leader:	Dr Roza Tsagarousianou
Course URL:	westminster.ac.uk/courses/postgraduate
Westminster Course Code:	PMJMC03F (FT)
JACS code:	P300 (Media Studies)
UKPASS code:	P046244 (FT)

Admissions requirements

There are standard minimum [entry requirements](#) for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: https://www.westminster.ac.uk/courses/postgraduate/how-to-apply.

Aims of the course

The MA Diversity and the Media aims to provide you with the opportunity to study at graduate level. The course has been designed to match the Universities mission to provide education for professional life and meet the University policies on skills development and employability. The course structure follows the requirements of the modular frameworks and the academic regulations of the University. The aims of the course includes;

- Study at graduate level the role of the mass media in the social construction, representation and understanding of difference and social diversity
- Develop a comprehensive conceptual/theoretical grounding on past and current academic and political debates on social diversity and the capacity to make critical evaluations and interventions in these.
- Get a critical understanding of the social and media structures and journalistic practices that impact upon these processes.
- Develop the necessary practical skills to engage in responsible, culturally informed and inclusive journalism involving understanding and responding to the challenges of social diversity.

Employment and Further Study Opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Course Learning Outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. The threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

The skills strategy for the MA Diversity and the Media reflects the University's policy of "Educating for Professional Life" and is designed to provide a broad range of transferable skills that equip students to develop or enhance careers in the media and communication fields.

Course Knowledge and Understanding learning outcomes: by the end of the MA Diversity and the Media course students will be able to:

LO1: Develop a critical understanding of, and engage with, the academic and, more Broadly, public debate on social diversity (Approaches to Social and Cultural Diversity, Understanding and Managing Diversity)

LO2: Understand and reflect critically on the role the media play in diverse societies; in defining and valorizing social diversity and cohesion (Approaches to Social and Cultural Diversity, Understanding and Managing Diversity, Sociology of News, Issues in Journalism, Media, Activism and Politics)

LO3: Analyse, in depth, key current issues facing the mass media in the context of social diversity and critically assess relevant theories; (Approaches to Social and Cultural Diversity, Understanding and Managing Diversity, Introduction to Inclusive Journalism, Sociology of News, Issues in Journalism, Media, Activism and Politics, Media Audiences)

LO4: Reflect on journalistic practices related to social diversity and develop appropriate techniques (Introduction to Inclusive Journalism, Reporting Migration, Race and Ethnicity, Reporting Diversity: Gender, Sexuality, Age, Disability, Journalism Practice and Inclusive Society and

LO5: Undertake independent research and practical projects (Advanced Independent Study)

Through options they may have the opportunity to:

LO1: Explore a wide range of theoretical and critical approaches to media content, audiences, and journalistic practice (Media Audiences, Sociology of News, Issues in Journalism, Media, Activism and Politics)

LO2: Understand the role that NGOs and civil society organizations play in contemporary societies and the evolving role of communications in these processes (Planning Campaign Communications)

Specific skills

We are aware that students on the course hope to develop careers in fields as diverse as journalism and the broader media sector, local and national government, community organizations and the voluntary sector as well as academia in many different countries. The skills required to meet the challenges posed by these diverse environments and activities are extremely diverse and this is exacerbated at a time of rapid social and economic change. As an individual the nature of your work may change dramatically over time. We want you to be able to take advantage of change, and not to be its victim. It therefore would be misleading and unhelpful to place too much emphasis on acquiring a precise and narrowly defined set of skills.

The University of Westminster and Media Diversity Institute course team members have worked together in providing a coherent yet diverse diet of modules that provide an array of academic and practical skills bearing in mind the importance of skills transferability.

We therefore aim to provide you with skills that will enable you to engage in practical and intellectual terms with social diversity and the debates, practices and policies that surround it in the fields mentioned above. But, we are also aware that some of the most important skills developed on the course are transferable and are not developed in a prescriptive way. The course will, for example, develop your skills as an independent researcher. We also encourage you to think creatively, to display initiative and to develop original ideas in a self-confident but at the same time reflective way. We emphasise written and oral communication skills. Some modules place particular stress on developing oral presentation techniques or involve teamwork.

Finally, with a view to your professional development planning, the course is designed to give you a wide-ranging and critical knowledge of the career fields you plan to enter.

The specific skills and learning outcomes in the MA Diversity and the Media aim to explain what students achieve at the end of each module of study on the course. These are explained in detail under the individual entries for each module in the course handbook.

Course Specific Skills (CSS): by the end of the MA Diversity and the Media course students will have developed the following course-specific skills

CSS1: Ability to understand and analyse in depth debates on social and cultural diversity in different societies
CSS2: Ability to understand the role of media and cultural institutions in the representation and social construction of diversity and difference
CSS3: Critical and practical ability to develop sensitive interventions in relevant debates in the fields of journalism, policy, advocacy and campaigning
CSS4: Ability to design and undertake a substantial independent, practical or research project on the representation and social construction of diversity or in inclusive journalism

Key Transferable skills (KTS): by the end of the MA Diversity and the Media course students will have gained the following key transferable skills

- Use of a range of learning resources (KTS1)
- Information management (e.g. Information and data retrieval, Critical thinking, Research strategy) (KTS2)
- Written communication (KTS3)
- Oral communication and presentation (KTS4)
- Ability to learn independently (KTS5)
- Ability to process and present information in a concise and easily accessible manner (KTS6)
- Managing own learning (KTS7)
- Time management (KTS8)
- Team and group working (KTS9)
- Self-evaluation and career management, including critical analysis, networking, responding to feedback, and challenging opinion (KTS10).

The core course specific modules related to the acquisition of these skills are as follows:

- MDIV701 Approaches to social and cultural diversity (CSS1, CSS2, CSS3, KTS1, KTS2, KTS3, KTS4, KTS6, KTS7, KTS8, KTS10)
- MDIV702 Understanding and managing diversity in the media (CSS2, CSS3, KTS1, KTS2, KTS3, KTS4, KTS6, KTS7, KTS8, KTS9, KTS10)
- MMED700 Advanced Independent Study (CSS1, CSS2, CSS3, CSS4, KTS1, KTS2, KTS3, KTS4, KTS5, KTS6, KTS7, KTS8, KTS9, KTS10)

The Option List A course specific modules addressing these course learning outcomes as follows:

- Reporting Migration, Race, Ethnicity (CSS2, CSS3, CSS4, KTS1, KTS2, KTS3, KTS4, KTS6, KTS7, KTS8, KTS10)
- Introduction to Inclusive Journalism (CSS2, CSS3, CSS4, KTS1, KTS2, KTS3, KTS4, KTS6, KTS7, KTS8, KTS10)
- Journalism Practice and Inclusive Society (CSS2, CSS3, CSS4, KTS1, KTS2, KTS3, KTS4, KTS6, KTS7, KTS8, KTS10)
- Reporting Diversity: Gender, Sexuality, Age, Disability (CSS2, CSS3, CSS4, KTS1, KTS2, KTS3, KTS4, KTS6, KTS7, KTS8, KTS10)

Learning, teaching and assessment methods

Teaching and learning on the course is defined to be appropriate to the needs of each module. The teaching and learning methods on the course include the following:

- **Lectures:** These are designed to give you a general overview of the topic. If you do not understand a point, or disagree with it, feel free to ask questions or argue your case.
- **Seminars:** These are designed to encourage students to discuss a topic, based on the lecture and their reading. Sometimes individual students will be asked to introduce a specific topic in a seminar but the overall emphasis will be put on team learning, peer assessment and evaluation.
- **Individual Reading:** A written list of recommended reading for each topic will be given out at the beginning of each module. This reading list represents a basis for exploration of the subject and students are expected to go beyond the reading list and seek out other material.
- **Internet Use:** Modules may require students to undertake web searches on particular topics. The intention is that they should gain expertise in the use of on-line data and the integration of this material into presentations and essays.
- In addition students will be encouraged to utilize and contribute to a course specific **NING network**, **online discussion groups**, a **course blog** and **module wikis** reflecting on the content of their course, constructing their own versions of news stories, current affairs issues, commenting on policy developments, reviewing articles and books. Although these online activities are not compulsory aspects of the programme, they nevertheless will be inextricably linked with its running. Through their engagement in these, students will be able to reflect on their learning, develop new skills, develop additional content and learning materials, exchange views and share ideas, collaborate, publish coursework outcomes, as well as provide continuous feedback on their learning experience. It is envisaged that the use of online teaching and learning platforms will provide an invaluable resource for teaching staff and

students alike and will provide the opportunity for flexibility and versatility in curriculum development and delivery and student support.

- **Presentations:** The intention of asking students to give individual presentations is to give them experience in presenting ideas and arguments concisely, to familiarise them with the preparation and use of visual aids, and to teach them how to interact with an audience. In some modules individual presentations will be formally assessed for clarity of argument, evidence of reading and presentational style.
- Even where the individual presentation is not formally assessed, students will normally be given feedback on their performance. **Group presentations** are designed to give experience of working on a particular topic as a member of a team, so that students learn how to divide up topics, work to a schedule and coordinate presentation.
- **Workshops and Classes:** These are designed so that students work in a group in class on a particular topic. Led by specialist staff, they enable everyone in the group to work intensively, pool ideas and solve problems together.
- **Simulation Exercises**: sessions providing a space for students to practice responses to simulated 'real-life' situations, supported by simulation resource dossiers and scenario are an important element of teaching in a number of theory and practice-related modules as they enable students to put to practice and test aspects of their learning, develop and sharpen skills by working individually or together.
- **Independent Research**: Student led project work involving interviews and other external contact and research activity, leading to the assessed dissertation or practical project.

Assessment

This course focuses on imparting knowledge and skills. The assessment strategy is designed to facilitate and test this process. The assessment criteria for oral presentations and written assignments are clearly set out in the course handbook.

The Semester One core module (Approaches to Social and Cultural Diversity) requires students to submit quite early on in the academic year a short diagnostic essay (10% weighting). This assignment enables the student and module leader to identify potential problems that can be addressed through Study Skills and as such students have a better understanding of what they need to do to improve.

In addition, students have to work on a presentation that will give them early on the opportunity to try to effectively express their arguments in public (10% weighting) and submit a second substantial written essay towards the end of the semester (80% weighting). Throughout the course, there is considerable variety in assessment techniques. These include preparation of project dossiers/portfolios, report writing, group work and assessed presentations in addition to essays.

The final (Advanced Independent Study) projects are assessed through the production of a literature review (10% weighting), of a project outline (proposal) (10% weighting) and an extended essay (dissertation), or a an extended themed article portfolio (journalistic booklet including a 3000 word reflective and critical essay) or a 30 minute radio documentary (plus a 3000 word reflective and critical essay) or a 15 minute video documentary (plus a 3000 word reflective and critical essay).

These diverse assessment methods reflect the multifaceted character of the course and its subject matter and are intended to (a) gear students towards and test them against different tasks that require the development and use of different skills, (b) provide a better and comprehensive understanding of the quality of students' learning experience and needs.

Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. The MA Diversity and the Media is taught in full-time mode.

Credit Level 7				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
Core module List				
7MEDS003W	Approaches to Social and Cultural Diversity	Core	20	10
7MEDS012W	Diversity in the Media: Models, Institutions, Practices	Core	20	10
7MEDS001W	Advanced Independent Study	Core	60	30
Option List A (n.b. at least one module from this list should be taken in each semester)				
7MEDS006W	Reporting Diversity: Gender Sexuality, Age, Disability	Option	20	10
7MEDP001W	Media Production Skills	Option	20	10
7MEDS017W	Journalism Practice and Inclusive Society	Option	20	10
Option List B				
7MEDP001W	Media Production Skills	Option	20	10
7JRNL009W	Issues In Journalism: Freedom Of Speech, Ethics And Democracy	Option	20	10
7MEST005W	Social Media and eMarketing	Option	20	10
7COMM006W	Media Audiences	Option	20	10
7JRNL016W	The Sociology of News	Option	20	10
7MEDS014W	Planning Campaign Communications for NGOs and Charities	Option	20	10
7MEDS015W	Media, Activism and Censorship	Option	20	10
7MEDS006W	Reporting Diversity: Gender Sexuality, Age, Disability	Option	20	10
	Study Skills	Option (1)		

Students referred following needs assessment

In **Semester 1** students take the relevant core module plus one module from Option List A and one from Option List A or B (not including any modules from Option List A already taken or selected).

In **Semester 2** students take the relevant core module plus one module from Option List A and one from Option List A or B (not including any modules from Option List A already taken or selected).

Advanced Independent Study is taken across both semesters and students select whether to submit a dissertation or practical project.

NB: Not all option modules will necessarily be offered in any one year.

For the award of the PG Diploma Diversity and the Media (120 credits) students must complete the Approaches *to Social and Cultural Diversity* and *Understanding and Managing Diversity in the Media* module.

For the award of the PG Certificate Diversity and the Media (60 credits) students must complete the *Approaches to Social and Cultural Diversity* module.

Academic Regulations

The current Handbook of Academic Regulations is available at
westminster.ac.uk/academic-regulations.

How will you be supported in your studies?

Course Management

The MA Diversity and the Media is taught within Westminster's Department of Journalism and Mass Communication. The management structure supporting the course is as follows:

- Roza Tsagarousianou, Course Leader responsible for day to day running and overall management of the course and development of the curriculum. She can be contacted on extension (x4196) or by email: tsagarr@wmin.ac.uk.
- Geoffrey Davies, Head of Department, holds academic responsibility for the course, and for the other courses run by the Department of Journalism and Mass Communication within the Faculty of Media, Arts & Design.
- Kirsten Mey, Dean of Faculty, holds overall responsibility for the course and for the other courses run by the Faculty of Media, Arts & Design.

The Course Leader, Dr. Roza Tsagarousianou is responsible for:

- Admissions
- Approving students' programme of study
- Organisation of tutorial and supervisory support and pastoral care
- Co-ordination of Dissertation supervision
- Co-ordination of marks for assessment boards
- General management of the course

The Course Team reviews and develops the course and sets the framework for the above procedures, in which all members of course team participate. The Course Team of the MA in Diversity and the Media consists, in addition to the course leader, of Ms Milica Pesic, Sue Caro and Paul Macey, Edmundo Brancho (from the Media Diversity Institute), Dr. Tarik Sabry, Prof. Jean Seaton, Dr Anastasia Kavada, Dr. Anthony McNicholas, Prof Christian Fuchs and all other module leaders of modules included in the course.

Module leaders oversee the delivery of all aspects of the module(s) they are responsible for. They consult students on matters relevant to their module.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students
Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students[1] can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in 2011. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports

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[1] Students enrolled at Collaborative partners may have differing access due to license agreements.

from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.

- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.

- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.

- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.