

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	MA Media and Development The Media and Development is a Masters degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma Media and Development Postgraduate Certificate Media and Development
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Westminster School of Media Arts and Design (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 Development. The course team have consulted the following: Honours Degree Benchmark Statements: Communication, Media, Film and Cultural Studies 2008 (QAA 251 06/08); and 'Securing and maintaining academic standards: benchmarking M level programmes' (2006)
Professional statutory or regulatory body:	N/A
Date of course validation/review:	August 2011
Date of programme specification approval:	April 2014
Course Leader:	Dr Winston Mano
Course URL:	westminster.ac.uk/courses/postgraduate
Westminster Course Code:	PMJMC07F (FT)
JACS code:	P300 (Media Studies)
UKPASS code:	P046246 (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 Media and Development aims to provide students 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;

- The main ways in which social scientist have analysed the processes of development and the role of the mass media in it, from a variety of critical perspectives.
- The key policies, actions and impact of state and non-state institutions within the area of development.
- The factors which shape mass communication policies in developing countries.
- The theoretical and practice issues in media and development.
- The major debates about media and development.

And to

- Research and write your own 15,000 word thesis on an area of media and development.

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
- Students are provided with up-to-date data on labour market trends and employers' requirements and this will inform the service delivered to students.

Graduates of other Masters' courses offered by our School have found jobs in middle- and upper management in media industries, as well as the broader private (e.g. consulting, development and advertising firms) and public sector (e.g. government ministries, regulatory authorities), international organisations and NGOs). Some graduates also continue and undertake PhD research. Success in the Master's degree will allow many who have been in development or media jobs before joining the course to move into more senior roles within their companies or organisations, and to transfer to new sectors.

Course Learning Outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. They threshold statements of achievement and 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 Media and Development 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 (CKU)

By the end of the MA in Media and Development course students will:

- CKU1: Have a deep and systematic understanding of key theories, policies and practices in development
- CKU2: Have a comprehensive understanding of the key theories in communication and explain the role of the communication media in the process development
- CKU3: Have a comprehensive understanding of the key research methodologies and approaches relevant to the field of media and communication
- CKU4: Show critical awareness of current research issues, problems and/or insights relevant to the interdisciplinary field of media and development
- CKU5: Be able to select and apply relevant skills to a range of development tasks and contexts in which media and development takes place, using a variety of approaches
- CKU6: Have undertaken independent research related to the political, economic, cultural and/or sociological factors which shape the practices and outcomes of mass media, including media texts and audience reception of them.

The core course specific modules address these course learning outcomes as follows:

- Theories of Communication (CKU1, CKU2)
- Approaches to Media & Communication research (CKU3, CKU5, CKU6)
- Media Production Skills (CKU4, CKU5, CKU6)
- Media Work Experience (CKU4, CKU5)
- Planning Campaign Communications (CKU3, CKU4, CKU5)
- Advanced Independent Study (CKU1, CKU2, CKU3, CKU4, CKU5)

Skills

The MA Media and Development course will enable some of you to build on knowledge, skills and background in working for governmental, intergovernmental and non-governmental organisations, and a range of international business organisations. Such graduates will return to more senior posts with improved skills, knowledge and qualifications gained from their year with us. At the same time, the course provides skills, knowledge and appropriate preparation for those seeking employment in such fields or, indeed, wanting to prepare for further studies for higher a higher degree, including a PhD. We envisage that after obtaining knowledge and skills from the course, some are more likely to apply for jobs at development organisations that include, Oxfam, Save the Children, Red Cross, ActionAid, Panos, DfiD, Intermedia, BBC, Institute of War and Peace, Christian Aid, WACC, OneWorld and War on Want.

We are aware that the range of skills is exceptionally diffuse, and that students on the course hope to develop careers in a variety of fields in many different countries. We are also aware that we are preparing you for careers in a rapidly changing job market and the structure of the course allows you 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 set of skills drawn from one part of the UK's communications industry.

Some of the most important skills developed on the course are transferable and are not developed in a prescriptive way. Believing the media and development sector is a rapidly evolving area, not an exact science, we feel that such skills are crucial to successful careers in the field. 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, practical and oral communication skills. The work experience module will provide you with a chance to participate in the development sector. Others involve teamwork, another important element and finally, with a view to your professional development planning, the course is designed to give you a wide-ranging and critical knowledge of the industry you plan to enter.

The specific skills and learning outcomes in the MA Media and Development 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)

On completion of the course, students will have developed the following subject-specific skills:

- CSS1: Ability to interpret the role the media play in development;
- CSS2: Ability to analyse, in depth, key current issues facing the mass media and communication fields and critically assess relevant theories;
- CSS3: Ability to interpret the context in which development takes place, using a variety of approaches, judging the appropriateness of the methodologies used, and recognising alternative approaches;
- CSS4: Ability to design and undertake a substantial independent piece of research in the field of media and development to address significant areas of conceptual and/or empirical knowledge which will require the extensive use of a variety of information resources. In doing so, they will select and apply appropriate methodological approaches and critically evaluate their effectiveness.

The core course specific modules address these course learning outcomes as follows:

- Theories of Communication (CSS1, CSS2)
- Theories of Development (CSS3)
- Development and Communication Policy (CSS1; CSS3; CSS4)
- Media Production Skills (CSS4)
- Approaches to Media & Communication Research (CSS2, CSS3)
- Advanced Independent Study (CSS1, CSS2, CSS3, CSS4)
- Media Work Experience (CSS1, CSS2, CSS4)
- Planning Campaign Communications (CSS1; CSS2; CSS4)
- Reporting Diversity: Gender, Sexuality, Age, Disability (CSS1; CSS3)
- Approaches to Social and Cultural Diversity (CSS1; CSS3)
- Reporting Diversity: Faith and Religion (CSS1; CSS3)

- Reporting Migration, Race and Ethnicity (CSS1; CSS3)

Key Transferable Skills (KTS)

Upon completion of the course students will have developed a number of general rather than discipline-specific skills which any practitioner must have if s/he is to be successful. These Key Transferable Skills developed and assessed at postgraduate level are:

- KTS1 Group working: Students will be able to (a) work effectively within a group both as group leaders and/or group members; (b) clarify tasks and make appropriate use of group members abilities; (c) negotiate and handle conflict with confidence; and (d) participate effectively in the peer review process;
- KTS2 Accessing Learning resources: Students will be able to locate and use a full range of learning resources to carry out literature reviews and engage in research activity
- KTS3 Self-evaluation: Students will be able to reflect on their own and others' performance; participate effectively in the peer review process and analyse and identify ways to improve practice; know how to advance their knowledge and understanding, how to recognise their development needs and develop new skills to a high level
- KTS4 Management of information: Students will be able to competently undertake research tasks with minimum guidance; sieve through information clutter to identify relevance, to organise and present information effectively using different media
- KTS5 Autonomy: Students will be independent and self-critical learners, who can act autonomously in planning and implementing tasks and who will be able to guide the learning of others
- KTS6 Communication: Students will engage confidently in academic and professional communication both orally and in writing with others, reporting on action clearly, autonomously and competently
- KTS7 Problem solving: Students' abilities in independent learning and self-evaluation will equip them to regard problems as challenges and adopt the problem-solving approach required for professional life and continuing professional study, including making professional and ethical use of others where appropriate.

All optional modules contribute in some way to the acquisition of these transferable skills. The following shows how the above key transferable skills are mapped to the *core* course modules:

- Theories of Communication (KTS2, KTS3, KTS4, KTS5, KTS6, KTS7)
- Approaches to Media & Communication research (KTS1, KTS2, KTS3, KTS4, KTS5, KTS6, KTS7)
- Advanced Independent Study (KTS2, KTS3, KTS4, KTS5, KTS6, KTS7)
- Theories of Development (KTS2, KTS3, KTS4, KTS5, KTS6, KTS7)
- Media Work Experience (KTS1, KTS2, KTS3, KTS4, KTS5, KTS6, KTS7)
- Development and Communication Policy (KTS2, KTS3, KTS5, KTS6, KTS7)
- Media Production Skills ((KTS1, KTS2, KTS3, KTS4, KTS5, KTS6, KTS7)
- NGOs and Charity Campaigns ((KTS1, KTS2, KTS3, KTS4, KTS5, KTS6, KTS7)
- Reporting Diversity: Faith and Religion(KTS1, KTS2, KTS3, KTS5, KTS6, KTS7)
- Reporting Migration, Race and Ethnicity(KTS1, KTS2, KTS3, KTS4, KTS5, KTS6, KTS7)

- Reporting Diversity: Gender, Sexuality, Age, Disability(KTS1, KTS2, KTS3, KTS4, KTS5, KTS6, KTS7)
- Approaches to Social and Cultural Diversity(KTS1, KTS2, KTS3, KTS4, KTS5, KTS6, KTS7)

Key Transferable skills

The key transferable skills upon successful completion of the course are:

- Use of a range of learning resources
- Information management (e.g. Information and data retrieval, Critical thinking, Research strategy)
- Written communication
- Oral communication and presentation
- Ability to learn independently
- Management of own learning
- Time management
- Team and group working
- Self-evaluation and career management, including critical analysis, networking, responding to feedback, and challenging opinion.

Learning, teaching and assessment methods

Teaching & Learning

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:

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. Individual students can be asked to introduce a specific topic in a seminar.

Individual Reading: A written list of recommended reading for each topic will be handed 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 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.

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 work on the topics, work to a schedule and co-ordinate 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.

Independent Research: Student-led individual project work, involving interviews and other external contact and research activity, leading to an assessed dissertation.

Work Placement: This is designed to give you an insider perspective and real life experience in a media and development organisation. You will be expected to evaluate your experience in relation to the teaching on the course.

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.

All Semester One modules have the same type of assessment. They require students to submit, quite early in the academic year, a short diagnostic assignment (20% weighting). This assignment enables the student and module leader to identify potential problems that can be addressed through Study Skills and thus students have a better understanding of what they need to do to improve. In addition, students have to submit a second substantial written assignment towards the end of the first semester. There is more variety in assessment techniques in second semester modules. These include individual and group work and assessed presentations, in addition to essays.

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.

Credit Level 7					
Module code	Module title	Status	UK credit	ECTS	Semester
7COMM013W	Theories of Communication	Core	20	10	1
7MEDS011W	Theories of Development	Core	20	10	1
7MEDS002W	Advanced Independent Study (Dissertation)	Core	60	30	1 and 2
7MEDS005W	Development and Communication Policy	Core	20	10	2
7MEST003W	Media Work Experience	Core	20	10	2
	One Semester One module from the below				
7MEDP001W	Media Production Skills	Option	20	10	1
7COMM011W	Political Analysis of Communication	Option	20	10	1

7MEST002W	Global Media	Option	20	10	1
7MEDS005W	Political Economy of Communication	Option	20	10	1
7COMM012W	Technology and Communication Policy	Option	20	10	1
7MEDS006W	Reporting Diversity: Gender, Sexuality, Age, Disability	Option	20	10	1
7MEDS003W	Approaches to Social and Cultural Diversity	Option	20	10	1
	One semester two module from the below	Option	N/A	N/A	1
7MEDS014W	Planning Campaign Communications for NGOs and Charities	Option	20	10	2
7MEDS007W	Reporting Diversity: Faith and Religion	Option	20	10	2
7MEDS008W	Reporting Migration, Race and Ethnicity	Option	20	10	2
7COMM007W	Media Business Strategy	Option	20	10	2
7COMM010W	Policies for Digital Convergence	Option	20	10	2
7JRNL016W	The Sociology of News	Option	20	10	2
7MEDS015W	Media, Activism & Politics	Option	20	10	2
7COMM002W	Approaches to Media & Communication Research	Option	20	10	2

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

NB: Not all optional modules will necessarily be offered in any one year. Students will complete the course in one year. Over this one year students will take the equivalent of six (20 credit) taught modules and a (60 credit) dissertation. The dissertation should include primary research on a subject chosen by the student, which is relevant to the MA in Media and Development and is agreed with the supervisor.

For the award of the PG Diploma in Media and Development (120 credits) students must pass the Theories of Communication and Theories of Development or Development and Communication Policy modules.

For the award of the PG Certificate in Media and Development (60 credits) students must pass the Theories of Development 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 Media and Development is taught within Westminster's Cluster for Media and Society. The management structure supporting the course is as follows:

- Winston Mano, Course Leader responsible for day to day running and overall management of the course and development of the curriculum. Winston can be contacted on extension (x 68283) or by email: W.Mano@westminster.ac.uk
- Jonathan Stockdale, Head of Postgraduate, holds academic responsibility for the course and for other courses run within the Media and Society cluster.
- Kerstin 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 will be 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 the course team participate. The Course Team for the MA in Media and Development consists, in addition to the course leader, of Professor Daya Thussu, Professor Christian Fuchs, Professor David Gauntlett, Dr Anthony McNicholas, Dr Roza Tsagarousianou, Dr Anastasia Kavada, Dr Tarik Sabry, Paul Majendie, Dr. Maria Michalis, Maria Way, Michaela O'Brien, Professor Naomi Sakr, Dr Xin Xin, Dr Pete Goodwin, Jackie Davies and all other leaders of modules that are included in the course.

Module Leaders oversee the delivery of all aspects of the module(s) for which they are responsible. 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. Students¹ 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,

¹ Students enrolled at Collaborative partners may have differing access due to licence agreements.

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 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.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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