

PROGRAMME SPECIFICATION

Course record information	
Name and level of final award:	MA Media, Campaigning and Social Change Postgraduate Diploma Media, Campaigning and Social Change Postgraduate Certificate Media, Campaigning and Social Change The Media, Campaigning and Social Change is a Masters degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma Media, Campaigning and Social Change Postgraduate Certificate Media, Campaigning and Social Change
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Design, Creative and Digital Industries College (Harrow) Westminster Business School (Central London)
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	One year (full time). September start. Two years (part time). September start.
QAA subject benchmarking group(s) :	There are no Subject benchmark statements for Master's group: degrees in Media, Campaigning and Social Change. The course team have consulted the following: - Masters degrees in Business and Management Degree Benchmark Statements 2007 (QAA); Honours Communication, media, film and cultural studies Degree Benchmark Statements: 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:	February 2014

Date of programme specification approval:	2014 - 15
Valid for cohorts:	2018 - 19
Course Leader:	Michaela O'Brien, Dr Anastasia Kavada
Course URL:	westminster.ac.uk/courses/postgraduate
Westminster Course Code:	PMJMC09F MA Media, Campaigning and Social Change FT PMJMC09P MA Media, Campaigning and Social Change PT PCJMC01F PG Cert Media, Campaigning and Social Change FT PCJMC01P PG Cert Media, Campaigning and Social Change PT PDJMC01F PG Dip Media, Campaigning and Social Change FT PDJMC01P PG Dip Media, Campaigning and Social Change PT
JACS code:	P200 (Publicity Studies)
UKPASS code:	P052115 MA Media, Campaigning and Social Change FT P052115 MA Media, Campaigning and Social Change PT P052128 PG Cert Media, Campaigning and Social Change FT P052128 PG Cert Media, Campaigning and Social Change PT P052127 PG Dip Media, Campaigning and Social Change FT P052127 PG Dip Media, Campaigning and Social Change PT

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. Please note that candidates are required to write a 300-word essay on social change and the media to help us assess your application: the essay title will be given to you during the application process.

More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>

Aims of the course

The MA Media, Campaigning and Social Change provides you with the opportunity to develop at a postgraduate level

- An advanced critical understanding of the role of media and communication in campaigning and social change, both in the UK and internationally.
- Knowledge and understanding of the broader historical, political, social and cultural contexts in which campaigning groups operate; and the ability to apply this knowledge in order to address social change issues and respond to the challenges facing campaigning organisations.
- A deep and systematic understanding of the function of NGOs and civil society organisations, the models of social change they follow, the common values, ethical constraints and challenges that they share, and how all of these shape and are shaped by their use of media and communication.

- The ability to apply this understanding creatively to develop and implement social change campaigns.
- Practical skills and core competencies, including strategy, planning and media tactics, relating to the use of media and communication to effect social change
- Lifelong learning skills such as reflection and self-direction.

And to

- Research and write your own thesis or strategy / extended campaign plan and critical reflection on an area of media, campaigning and social change.

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 links with employers

The course team have worked with a number of leading International and UK campaign communicators, industry bodies and campaigning organisations to develop this course. Some of these are members of the course Campaigners Panel, which regularly reviews the course approach to ensure that graduates are suitably equipped for the workplace. The Panel currently includes representatives from Amnesty International, Friends of the Earth, Mencap, the National Council of Voluntary Organisations, SumOfUs and WaterAid among others. Some Campaigners Panel members may offer a limited number of (part-time) work placements to students, and full details of the criteria and how to apply to these work placements will be made available to all students at the start of the year.

The MA Media, Campaigning and Social Change offers a critical exploration of current developments and debates in campaign communications for social change. It will benefit students who are already working in the not-for-profit sector (also known as the NGO or third sector) in a campaign communications role and who are seeking to develop their skills as part of their career progression, or students looking to break into this sector and start their career. It will also be of interest to students who aim to pursue doctoral research on a topic relating to media, campaigning and social change, and an academic field that is showing considerable growth in recent years. Other students may have an interest in social change and communications as a route into other careers for example in social media, politics, corporate social responsibility, or communications in other sectors.

Campaign communications for social change is a recognised and well-established career choice. The not-for-profit sector has a multi-billion pound turnover and employs nearly a million staff (NCVO Workforce Almanac 2011) with many sizable organisations in the sector employing large communications teams in offices around the world. Potential employers include both the third and public sectors, comprising: non-governmental organisations (NGOs), charities, voluntary groups, political parties, local and national government, trade unions, other political associations and

international institutions. Consultancies, public relations and advertising companies are also potential employers for graduates of the course. Trade unions are major employers, while large NGO employers in the UK alone include Save the Children, Oxfam, Action Aid, Breast Cancer Care, British Heart Foundation, Greenpeace, Friends of the Earth, Amnesty International, Barnados, British Red Cross, Cancer Research UK, the National Trust, MIND, RNIB, RNID, RSPCA, the Scouts and many more. Many of these NGOs work internationally providing further employment opportunities. Newly developing campaigning organisations are emerging that rely on digital and social media (Change.Org, Avaaz, 38 Degrees etc.) and this new breed of campaigning organisation is also a significant potential employer of course graduates.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These 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 Media, Campaigning and Social Change 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.

The learning outcomes below are in 3 sections: knowledge and understanding; specific skills; and transferable skills.

Knowledge and Understanding

By the end of the MA Media, Campaigning and Social Change course, you will:

- Have an advanced critical understanding of the role of media in campaigning and social change, and of the broader historical, political, social and cultural contexts in which campaigning groups operate.
- Have a deep and systematic understanding of the key theories, research methods and tools that analyse the function of NGOs and civil society organisations.
- Be able to identify and compare the models of social change that campaigning organisations follow, the common values, ethical constraints and challenges that they share, and reflect on how these shape and are shaped by their use of media and communication.
- Have an in-depth knowledge of the evolution of the campaigning sector and its techniques within a broader historical perspective both in the UK and internationally.
- Have developed practical skills relating to the use of media and communication to effect social change, and be able to identify and anticipate how these are changing.
- Have developed in-depth understanding and original insights into a specific topic through either: a) independent research in the form of a dissertation that critically, systematically and theoretically develops an understanding and analysis of the role of media in campaigning and social change; or b) producing a strategy or extended campaign plan that is informed by and contextualised within relevant theoretical issues and debates and is accompanied by a systematic theoretical reflection on this specific context of campaigning communications for social change.

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

- Critical Issues in Campaigning (Learning outcomes 1, 2, 3, 4 and 5)
- Planning Campaign Communication (Learning outcomes 1, 2, 3 and 5)
- Media, Activism and Politics (Learning outcomes 1, 2, 3 and 4)
- Dissertation or Professional Project (Learning outcomes 6)

Specific skills

Effective campaigning for social change requires a diverse skillset. The constant evolution of media technologies and campaigning techniques makes this field very dynamic and fast-paced. Campaigning also depends on the political and social conditions, as well as the technical infrastructure and legal framework of the specific context in which it takes place. The course therefore does not place too much emphasis on acquiring a closed set of skills, but rather enables you to become independent campaigners who can keep up with change in your selected field. You will also be able to critically reflect on campaigning techniques and to apply them successfully in specific contexts. We will encourage you to approach campaigning 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 that are crucial for campaigners. 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.

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

Interpret the role the media play in campaigning and social change and identify, reflect on and analyse in depth the key issues currently arising in these areas and their impact on campaigning organisations;

1. Research and interpret the context in which campaigning takes place, using a variety of approaches, judging the appropriateness of the methodologies used, and recognising alternative approaches; and assess the challenges and opportunities this context creates for campaigners
2. Evaluate strategies for creative, innovative social change campaigns, develop a campaign strategy and work with a variety of media and digital tools to implement a campaign plan
3. Research both best practice and theoretical approaches to social change and demonstrate how they underpin action
4. Design and undertake a substantial independent piece of research in the field of media, campaigning and social change or generate a theoretically informed professional project. Whether it is a dissertation or a professional project, this final piece of work addresses significant areas of conceptual and/or empirical knowledge of the role of media in campaigning for social change and requires extensive use of a variety of information resources. Students will select and apply appropriate methodological approaches or campaigning techniques and critically evaluate their effectiveness.

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

- Critical Issues in Campaigning (Learning outcomes 1, 2, 3 and 4)
- Planning Campaign Communication (Learning outcomes 2, 3 and 4)
- Media, Activism and Politics (Learning outcomes 1 and 2)
- Dissertation or Professional Project (Learning outcomes 4 and 5)

Students complete three core modules, three optional modules and a 60-credit dissertation or professional project. Core modules provide students with a set of key skills for the theoretical and practical understanding of the role of the media in campaigning for social change, as outlined above. Optional modules allow students to deepen their knowledge of specific areas, such as new technologies, development, globalization, diversity and multiculturalism or to develop a broader understanding of media policies, industries and audiences. They also help you to sharpen your practical skills in media production and reporting. The course leaders can advise on which modules best fit students' interests. Students have a choice of modules from two pathways – one more

practical and one more theoretical. The theory pathway includes three thematic areas: a) media industries and audiences, b) new technologies, and c) news, globalization, development and diversity. Students can combine modules from different pathways and thematic areas or focus on a single pathway and thematic area. (Please see case studies in the Course Structure section below for more information on this.)

Key transferable skills

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:

1. 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;
2. 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;
3. Self-evaluation and autonomy: 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;
4. 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;
5. Critical thinking: Students will be independent and self-critical learners; who can critically assess ideas and concepts;
6. Presentation and communication: Students will engage confidently in academic and professional communication both orally and in writing with others, reporting on action clearly, autonomously and competently;
7. 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 course core modules:

- Critical Issues in Campaigning (Learning outcomes 1, 2, 3, 4, 5, 6 and 7)
- Planning Campaign Communication (Learning outcomes 1, 2, 3, 4, 5, 6 and 7)
- Media, Activism and Politics (Learning outcomes 1, 2, 3, 4, 5, 6 and 7)
- Dissertation or Professional Project (Learning outcomes 1, 2, 3, 4, 5, 6 and 7)

Learning, teaching and assessment methods

Teaching and learning on the course is 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 and are usually concise, topical and interactive. 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.

Workshops and Classes: These are designed so that students work in a group in class on a particular topic or practical skill, often using a real scenario or current example. They enable everyone in the group to work intensively, pool ideas and critique campaigns / solve problems / create communication materials together.

Guest speakers: Leading practitioners regularly speak on the course, sharing their expertise and insights into current practice and future developments in the field.

Visits and trips: Visits to leading NGOs' campaign teams allow students to observe the campaigning work environment and to engage with practitioners; trips to museums and galleries take advantage of our location in London to expose students to the history and techniques of social change.

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 will 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 topics, work in groups to a schedule and co-ordinate presentation.

Independent Research: Student led project work involving interviews and other external contact and research activity, leading to the assessed dissertation or professional project.

Social Media as Learning Tool: The Internet and social media are partly used as learning tools (e.g. blogs, microblogs, social networks, user-generated videos, infographics), which requires students to make active use of these technologies in order to present and critically reflect on theoretical questions. This also helps you to develop your practical experience of using such technologies for campaigning.

Assessment

There are no formal exams in this course. Your progress will be assessed by a variety of methods which we have carefully developed in order to equip you with the skills identified by employers as well as the transferable critical thinking and problem solving skills that you would expect to learn on any postgraduate course.

You will be provided with a full brief for each assessment in the relevant module handbook, and the brief will be discussed in class with an opportunity to ask questions. For the core modules, and most

optional modules, you will also be given the feedback sheet in advance, clearly showing the criteria against which your work will be assessed.

The assessment methods that we have developed are designed to showcase a range of skills and understanding, to give you a portfolio of materials which you can show to a potential employer, and, importantly, to allow all students to stretch themselves and to develop, regardless of their level of experience and understanding at the start.

These assessment methods include:

- Academic essays to develop research, critical thinking and argumentation skills;
- Online reflective blogs to apply academic approaches to current and past practice in the field;
- Practical projects such as media monitoring reports, campaign plans, news releases, e-alerts, infographics, apps and videos;
- Class exercises including simulated scenarios and workplace activities;
- Presentations to develop public speaking skills and confidence;
- And for Masters students, a 15,000 word dissertation or professional project.

We will also moderate a course Facebook group on which we will share items of interest; you are encouraged to use the group to share relevant posts from campaigning organisations and commentators; to share your own ideas about existing campaigns or independent reading, and to link to your blog posts. While this is not formally assessed, the Facebook group will build a sense of community and enable students to contribute to the ideas and examples under discussion during the course.

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.

PG Cert Media, Campaigning and Social Change students take three core modules only (worth 60 credits)

MA Media, Campaigning and Social Change students or PG Dip Media, Campaigning and Social Change also choose three optional modules.

MA Media, Campaigning and Social Change students also complete a dissertation or professional project.

PG Dip and MA students have a choice of optional modules from two pathways – one with a more practical emphasis and one with a more theoretical emphasis. (Please note that all modules include both theory and practice.) The theoretical pathway includes three thematic areas: a) media industries and audiences, b) new technologies, and c) globalization, development and diversity. Students can combine modules from different pathways and thematic areas or focus on a single pathway and thematic area. If students are not sure which optional modules to choose or fit their interests best, they are advised to discuss this question individually with the course leaders.

The course leaders recommend that students wishing to do a dissertation attend the module “Approaches to Media and Communication Research”, where research methods that are often needed for writing an MA dissertation are taught and practiced.

The MA Media, Campaigning and Social Change is taught in two different modes: full-time and part-time.

The table and case studies below explain your route through the course.

Credit Level 7					
MODULE CODE	MODULE TITLE	STATUS	UK CREDIT	EC TS	Learning outcomes
Core Modules					
7MEDS013W	Critical Issues in Campaigning	Core	20	10	KU: 1, 2, 3, 4, 5 CSS: 1, 2, 3, 4 TS: all
7MEDS014W	Planning Campaign Communications	Core	20	10	KU: 1, 2, 3, 5 CSS: 2, 3, 4 TS: all
7MEDS015W	Media, Activism and Politics	Core	20	10	KU: 1, 2, 3, 4 CSS: 1, 2 TS: all
7MEDS016W	Dissertation or Professional Project (MA students only)	Core	60	30	KU: 6 CSS: 4, 5 TS: all
Recommended Option:					
7COMM002W	Approaches to Media and Communication Research (or Dissertation and Professional Project Research)	Option	20	1	KU 6 CSS: 4, 5 TS: all
Optional Modules – Practice Pathway					
7MEDP001W	Media Production Skills	Option	20	10	KU: 1, 5 CSS: 1, 3 TS: all
7JRNLO14W	Online Journalism	Option	20	10	KU: 5 CSS: 1, 3 TS: all
	Web Production: Westminster News Online	Option	20	10	KU: 5 CSS: 1, 3 TS: all
7PURL007W	Media and Content Strategy	Option	20	10	KU: 5 CSS: 1, 3 TS: all
7MEDS017W	Journalism Practice and Inclusive Society	Option	20	10	KU: 1, 5 CSS: 1, 3 TS: all
7MEDS006W	Reporting Diversity: Sexuality, Age, Disability	Option	20	10	KU: 1, 5 CSS: 1, 3 TS: all
Optional Modules – Theory Pathway					
Media Industries and Audiences					

7COMM013W	Theories of Communication	Option	20	10	KU: 1, 5 CSS: 1, 5 TS: all
7COMM006W	Media Audiences	Option	20	10	KU: 1, 3, 5 CSS: 1, 2, 5 TS: all
7MEDS005W	Political Economy of Communication	Option	20	10	KU: 1 CSS: 1, 5 TS: all
New technologies					
7MEDS010W	Social Media: Creativity, Sharing, Visibility	Option	20	10	KU: 1, 3, 5 CSS: 1, 3 TS: all
7MEDS004W	Critical Theory of Social Media and the Internet	Option	20	10	KU: 1, 3, 5 CSS: 1, 3 TS: all
7COMM012W	Technology and Communications Policy	Option	20	10	KU: 1, 3, 5 CSS: 1, 2 TS: all
News, Globalization, Development and Diversity					
7MEST002W	Global Media	Option	20	10	KU: 1, 5 CSS 1, 2, 5 TS: all
7COMM003W	Development and Communications Policy	Option	20	10	KU: 1, 2, 3 CSS: 1, 2, 4 TS: all
7JRNLO16W	Sociology of News	Option	20	10	KU: 1, 2, 6 CSS: 1,2 TS: all
7MEDS003W	Approaches to Social and Cultural Diversity	Option	20	10	KU: 1, 2, 3 CSS: 2, 4 TS: all
Or another level 7 module for which the student meets the prerequisites and gains the approval of the course leader(s). The selected module must fit with the student's timetable and the course's goals.					

Please note: Not all option modules will necessarily be offered in any one year. Places on some modules (e.g. Media Production Skills) will depend on demand.

Module registration support: Case studies

During induction week, the course team will discuss with you which option modules will best support your professional development and learning goals.

These case studies show how you might choose your optional modules:

Dafina, from Eastern Europe, has a BA in Politics, and has studied optional communications modules. She has a year's experience of campaigning mostly as a volunteer and at community level. Dafina will take the 3 core modules to give her a solid grounding in the main practical and theoretical skills. She wants to develop her practical skills to improve her employability in the sector and so chooses to take Media and content strategy and Media production skills as her optional modules in semester 1. She has chosen the dissertation route, but has not done a

dissertation before, and so takes Approaches to Media and Comms Research as her option in semester 2.

Rebecca, from the UK, has 10 years experience in the sector and a BA in Media and Communication. She has worked in communications and campaigns roles and is continuing to work part-time while she studies. She will take the 3 core modules to give her a solid grounding in the main practical and theoretical skills (though she may be able to skip the campaigns planning module due to her work experience). She wants the chance to reflect on her career experience to this point, to explore the theoretical underpinnings of social change, and to reenergise her thinking. She chooses to take Theories of Communication and Political Economy of Communication in semester 1 (not least because both are on Tuesday, which minimises her time away from work). She takes Sociology of News as her semester 2 option. She has chosen the professional project route, developing a supporter engagement strategy around a topic for which she is responsible at work.

Tarik, from north Africa and currently based in the UK with an international NGO, has a BA in International Affairs. He has worked in policy and campaigning for one year and wants to improve both his skills set and his theoretical understanding. He works full time. He has chosen to take the Post Graduate Certificate, and has negotiated day release from his employer. He takes the 3 core modules to give him a solid grounding in the main practical and theoretical skills. These are on Friday mornings and Tuesday evenings, so he misses only one day from work. He is considering taking 3 optional modules in the following year, to convert to a Post Graduate Diploma.

Full-time students will complete the course in one year, part-time students in two years. For the award of MA, students will take the equivalent of six (20-credit) taught modules. In addition you will either:

- a) Complete a 60-credit dissertation module based on a taught component and independent research leading to a dissertation which is submitted at the end of August of the first year (for full-time students) or at the end of August of the second year (for part-time students). The dissertation should involve primary research on a subject chosen by the student and which is relevant to the MA Media, Campaigning and Social Change and is approved by the supervisor. The completed dissertation will be approximately 15,000 words.

Or

- b) Complete a 60-credit professional project, in which the student designs a 7,500 word social media, communications or stakeholder engagement strategy, communications audit, or extended campaign strategy in a manner that is informed by theory. This will be accompanied by an academic rationale of approximately 7,500 words, in which the student critically reflects on their strategy, and grounds it in relevant theory. The topic of the professional project will be chosen by the student and approved by the supervisor.

In semester one, full-time students take three taught modules of 20 credits each, including the compulsory module Critical Issues in Campaigning. In semester two, full-time students take three taught modules of 20 credits each, including the compulsory modules Media, Activism and Politics and Planning Campaign Communications.

In semester one of the first year, part-time students take two taught modules of 20 credits each, including the compulsory module Critical Issues in Campaigning. In semester two of the first year, part-time students take two taught modules of 20 credits each that are both compulsory: Media, Activism and Politics and Planning Campaign Communications. In the second year, part-

time students take one optional module worth 20 credits in each semester, and enrol in the Dissertation and Professional Project Research module throughout the year; or the Approaches to Media and Communication Research in semester one.

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 course is taught by the University of Westminster. The host College for the course is College of Design, Creative and Digital Industries. Jonathan Stockdale, Dean of the School, holds overall responsibility for the course, and for all courses run by the College of Design, Creative and Digital Industries.

Joint course leaders, Michaela O'Brien (M.Obrien@westminster.ac.uk), Dr Anastasia Kavada (A.Kavada@westminster.ac.uk) are responsible for day to day and general management of the course in all its delivery modes and

- Approving student study programmes
- Organisation of tutorial, supervisory support and pastoral care
- Co-ordination of marks for assessment boards
- Leading the modules in Critical Issues in Campaigning, Media, Activism & Politics, Planning Campaign Communication and Dissertation / Professional Project.

The course leaders can be contacted in their offices during consultation hours (Michaela O'Brien, JG 33, Wednesdays 1 - 2 pm, or Anastasia Kavada, JG37, Fridays 1 – 2pm.) Or by email: M.Obrien2@westminster.ac.uk or A.Kavada@westminster.ac.uk

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.

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 Media, Campaigning and Social Change consists of the two course leaders mentioned above, as well as Dr Winston Mano, Dr Anthony McNicholas, Dr Maria Michalis, Dr Rosa Tsagarousianou, and all other module leaders of modules included in the course.

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, 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 2014. 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.

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

- 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. **Copyright of University of Westminster 2018 ©**