

Course record information

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| Name and level of final award | <ul style="list-style-type: none"> • Master of Arts - Media, Campaigning and Social Change • Postgraduate Diploma - Media, Campaigning and Social Change • Postgraduate Certificate - Media, Campaigning and Social Change <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p> |
| Name and level of intermediate awards | <ul style="list-style-type: none"> • Postgraduate Diploma (Pg Dip) - Media, Campaigning and Social Change • Postgraduate Certificate (Pg Cert) - 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 | Primary: Harrow Secondary/Tertiary Locations: Central London campuses |
| Language of delivery and assessment | English |
| QAA subject benchmarking group(s) | Business and Management (Master's) Communication, Media, Film and Cultural Studies |
| Professional statutory or regulatory body | N/A |
| Westminster course title, mode of attendance and standard length | <ul style="list-style-type: none"> • MA Media, Campaigning and Social Change FT, Full-time, September start - 1 year standard length • MA Media, Campaigning and Social Change PT, Part-time day/evening, September start - 2 years standard length • PG Diploma Media, Campaigning and Social Change FT, Full-time, September start - 1 year standard length • PG Diploma Media, Campaigning and Social Change PT, Part-time day/evening, September start - 2 years standard length • PG Certificate Media, Campaigning and Social Change FT, Full-time, September start - 1 year standard length • PG Certificate Media, Campaigning and Social Change PT, Part-time day/evening, September start - 2 years standard length |
| Valid for cohorts | From 2026/7 |

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 programme

The MA Media, Campaigning and Social Change offers a critical exploration of current developments and debates in campaign communications for social change. It 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 impact of different broad historical, political, social and cultural contexts on campaigning groups' operations; and the ability to apply this knowledge in order to address social change issues and respond strategically to the challenges facing campaigning organisations.
- A deep and systematic understanding of the function of non-governmental organisations (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 and strategically 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 critical thinking, research, reflection and self-direction.

And to

- Research and write your own thesis or professional strategy 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. career/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.

Graduates of the MA Media, Campaigning and Social Change are able to work in a wide range of sectors and professions. The degree will benefit those seeking a competitive edge in a careers market that values high-level skills in strategy, communication, campaign planning, research and critical thinking. The degree will be of particular interest to those who plan to work in the not-for-profit sector, particularly in a campaign or communications role, as well as those already working in this field who are seeking to develop their skills as part of their career progression. The MA Media, Campaigning and Social Change will also be of interest to students aiming for roles in social and digital media, politics, corporate social responsibility, or communications in other sectors. It also provides an excellent preparation for those planning to continue their studies to PhD level on a topic relating to media, campaigning and social change, an academic field that is showing considerable growth in recent years.

The MA Media, Campaigning and Social Change places emphasis both on the skills specific to campaign communications and on those transferable skills that have always been central to an education in the humanities or social sciences: these are core skills in research and analysis, in critical thinking, and in communication; our graduates develop these to advanced levels, along with their knowledge and understanding of current developments and debates in campaign communications for social change. Graduates of this degree are informed, critical, adaptable, resourceful and creative. They are able to work both independently and collaboratively in roles that require advanced skills in finding, generating, analysing and communicating ideas and information, such as research, consultancy, administration and management.

Graduate destinations

Campaign communications for social change is a recognised and well-established career choice. The not-for-profit sector in the UK alone is growing with a £46 billion pound annual turnover, 166,000 charities employing nearly 900,000 staff, while one in four people in the UK regularly volunteers (NCVO Workforce Almanac 2018), and many international organisations in the sector employ large communications teams in offices around the world. Graduates of the Media, Campaigning and Social Change post graduate programme work in non-governmental organisations (NGOs) and charities including the Royal Society for Prevention of Cruelty to Animals, Tearfund, Campaign Against Living Miserably, Climate Bonds Initiative, Royal Society of the Arts, the Church Mission Society; in local and national government both in the UK and internationally, in the National Health Service, in trades unions, political associations and international institutions including the UN, as well as in the new 'hybrid' digital campaigning organisations such as Change.Org. Consultancies, public relations and advertising companies internationally also employ graduates of the course.

Course links with employers

The course team worked with a number of leading international and UK campaign communicators, industry bodies and campaigning organisations to develop this programme. Some of these are members of the course Campaigner Advisory 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 and the National Council of Voluntary Organisations, among others. Some Campaigner Advisory 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.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 001 Have an advanced critical understanding of the role of media and communication in campaigning and social change, and of the impact of broader historical, political, social and cultural contexts on the way campaigning groups operate. KNU1 (KU)
- 002 Have a deep and systematic understanding of the key theories, research methods and tools that analyse and inform the function of NGOs and civil society organisations. KNU2 (KU)
- 003 Develop critical responses to the models of social change that campaigning organisations follow, as well as 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. KNU3 (KU)
- 004 Demonstrate 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. KNU4 (KU)
- 005 Allow for adaptation and change by identifying and anticipating trends in the practical skills relating to the use of media and communication to effect social change. KNU5 (KU)
- 006 Design and undertake substantial investigations into significant areas of theory and / or practice through either: a) independent research in the form of a dissertation that critically, systematically and theoretically develops an understanding and analysis of a topic relating to the role of media in campaigning and social change; or b) producing a professional product that addresses a workplace problem or opportunity and 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. KNU6 (KU)
- 007 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. KTS1 (KTS)
- 008 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. KTS2 (KTS)
- 009 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. KTS3 (KTS)
- 010 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. KTS4 (KTS)
- 011 Critical thinking: Students will be independent and self-critical learners, who can critically assess ideas and concepts. KTS5 (KTS)
- 012 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. KTS6 (KTS)
- 013 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. KTS7 (KTS)
- 014 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. SS1 (SS)
- 015 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. SS2 (SS)

- 016 Work proactively, both with others and independently, to formulate solutions to real world problems by: evaluating strategies for creative, innovative social change campaigns, developing a campaign strategy and working with a variety of media and digital tools to implement a campaign plan, including producing communications and fundraising materials. SS3 (SS)
- 017 Research and draw on both best practice and theoretical approaches to social change and demonstrate how they underpin action, and can improve performance. SS4 (SS)
- 018 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. SS5 (SS)

How will you learn?

Learning 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, current example or live brief. They enable everyone in the group to work intensively, pool ideas and critique campaigns / solve problems / create communication materials together. Feeding back the wider group is usually a key part of the learning.

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 detailed (interactive) 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 online research on particular topics including social media monitoring. The intention is that they should gain expertise in the use of online 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. wikis, blogs, microblogs, social networks, 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 methods

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 option 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;
- Strategic campaign plans based on live briefs to develop real world problem solving;
- Online conceptual projects, wikis and reflective blogs to apply academic approaches to current and past practice in the field;
- Practical projects such as research posters, media monitoring reports, news releases, ealerts, infographics, apps and videos;
- Class exercises including simulated workplace activities and a Dragon's Den;
- Debates and presentations to develop public speaking skills and confidence;
- And for Masters students, a dissertation or professional project that addresses a workplace opportunity or problem.

We moderate a course Facebook group on which alumni, current students and the course team share items of interest, from the discussion of controversial or topical campaigning issues to job opportunities and forthcoming events. 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 builds a sense of community and enables students to contribute to the ideas and examples under discussion during the course, as well as networking with alumni.

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. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

PG Certificate Media, Campaigning and Social Change students take Strategic Campaign Communication, Critical Issues in Campaigning, and Media, Activism and Politics (worth 60 credits in total).

PG Diploma Media, Campaigning and Social Change students take an additional 60 credits.

MA Media, Campaigning and Social Change students also complete a dissertation or professional project (worth another 60 credits).

For **MA** and **PG Diploma** students this course has a **choice between two core modules**. Students must take **either**;

Media, Content and Engagement

or

Understanding Media: Questions, Theory, Practice

| Module Code | Module Title | Status | UK credit | ECTS |
|-------------|---|--------|-----------|------|
| 7MEDS019W | Advanced Independent Study (Dissertation or Professional Project) | Core | 60 | 30 |
| 7MEDS013W | Critical Issues in Campaigning | Core | 20 | 10 |
| 7MEDS022W | Doing Media Research: Methods, Evidence, Ethics | Core | 20 | 10 |
| 7PURL007W | Media, Content and Engagement | Core | 20 | 10 |
| 7MEDS014W | Strategic Campaign Communications | Core | 20 | 10 |
| 7MEDS027W | Understanding Media: Questions, Theory, Practice | Core | 20 | 10 |
| 7BUIS031W | Artificial Intelligence and Society | Option | 20 | 10 |
| 7MEDS018W | Fundraising for Social Justice | Option | 20 | 10 |
| 7MEDS006W | Introduction to Documentary for Social Change | Option | 20 | 10 |
| 7COMM006W | Media Audiences in the Digital Age | Option | 20 | 10 |
| 7MEDS015W | Media, Activism and Politics | Option | 20 | 10 |
| 7INME008W | Podcast Production | Option | 20 | 10 |

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

N/A

Course management

The MA Media Campaigning and Social Change is taught in the College of Design, Creative and Digital Industries. It is based in the Westminster School of Media and Communication. The management structure supporting the course is as follows:

Head of College: holds overall responsibility for the course and for the other courses run in the College.

Head of School: holds academic responsibility for the course and for other courses run within the School.

The **Course Leader** is responsible for the day to day running and overall management of the course and development of the curriculum, and for:

- Admissions
- Approving students' programme of study
- Organisation of tutorial and supervisory support and pastoral care
- 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.

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 regulations

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

Course specific regulations apply to some courses.

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 and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. 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 utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students 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.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>.

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

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

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from

the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©