UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) MUSIC MARKETING AND PROMOTION

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2018/19]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts[1]
Teaching Body	University for the Creative Arts
Final Award Title and Type	BA (Hons)
Course Title	Music Marketing and Promotion

Course Location and Length	Campus: Epsom		Length: Full-time - 3 Years
Mode of Study	Full-time	✓	Part-time	

Period of Validation	2016/17 to 2018/19
Name of Professional, Statutory or Regulatory Body	Not Applicable
Type of Accreditation	Not Applicable
Accreditation due for renewal	Not Applicable

Entry criteria and requirements[2]

The standard entry requirements** for this course are:

- 112 UCAS tariff points from accepted qualifications*, or
- Pass at Foundation Diploma in Art & Design (Level 3 or 4), or
- Distinction, Merit, Merit at BTEC Extended Diploma, or
- Merit at UAL Extended Diploma, or
- 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject

And four GCSE passes at grade A*-C and/or grade 4-9 including English (or Functional Skills English/Key Skills Communication Level 2).

Other relevant and equivalent level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.

If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.

*To see the accepted QCF qualifications, visit: http://uca.ac.uk/study/accepted-qualifications/
** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results.

Overall methods of assessment[3]	Written	Practical	Coursework:

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[1] Regulated by the Higher Education Funding Council for England
[2] This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.
[3] As generated by the most popular unit descriptors and calculated for the overall course stage data.

	exams:	exams:	
Stage 1	0.0%	0.0%	100.0%
Stage 2	0.0%	0.0%	100.0%
Stage 3	0.0%	5.0%	95.0%
Overall Learning & Teaching hours[4]	Scheduled:	Independent:	Placement:
Stage 1	39.2%	60.8%	0.0%
	470 hours	730 hours	0 hours
Stage 2	31.3%	60.4%	8.3%
	375 hours	725 hours	100 hours
Stage 3	29.6%	70.4%	0.0%
	355 hours	845 hours	0 hours
General level of staff delivering the course[5]	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Communication, Media, Film and Cultural Studies			
Framework for Higher Education Qualifications (FHEQ)			

The course structure

The structure of all of the University's awards complies with the University's Common Credit Framework. The Common Credit Framework includes information about the:
- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

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[4] As generated by the most popular unit descriptors and calculated for the overall course stage data.

[5] Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year/Stage 1				
EMPN4001 - Introduction to Music Promotion and Marketing	4	30	Core	
EMPN4002 - Music History and Popular Culture	4	30	Core	
EMPN4005 - Online and Broadcast Media	4	30	Core	
EMPN4004 - Theories of Music and Media Production	4	30	Core	
Year/Stage 2				
EMPN5001 - Music Media and Industry	5	30	Core	
EMPN5002 - Music and Corporate Brand Management	5	30	Core	
EMPN5006 - Tour Promotion and the Live Industry	5	30	Core	
EMPN5004 - Culture, Music and Identity	5	30	Core	
EMPN5005 - Music Promotion Study Abroad Option	5	30	Elective	No
Study Abroad with Host Institution	5	60	Elective	No
Year/Stage 3				
EMPN6001 - Market Research Trends and Insights	6	30	Core	
EMPN6002 - Music Entrepreneurship & Enterprise	6	60	Core	
EMPN6003 - Dissertation	6	30	Core	

Section B - Course Overview

Music Marketing and Promotion is industry-focused, and geared towards running a music company and working in event management, music marketing, licensing and promotion. Though some content is shared with Music Journalism, particularly contexts and the history of music, Music Promotion students will specifically develop their entrepreneurial and management skills in dealing with clients, audiences, consumers, technology and markets.

They will also have opportunities to collaborate with other related courses at Epsom like Fashion Promotion & Imaging, Graphic Design and Fashion Management & Marketing.

With access to dedicated studios, the latest filming and photographic equipment and computer labs, and guided by a highly experienced team, you will the learn transferable skills required in music marketing and promotion, explore the history of promotion and marketing in the context of the music industry, and create innovative digital campaigns that successfully embrace the latest techniques and practices used across radio, press, television, online and digital distribution.

Studying Music Marketing and Promotion at UCA Epsom gives you the opportunity to be based within 25 minutes of the beating heart of the UK music industry, London. With the world's most recognisable music brands on your doorstep, you will have the access required to build a network in one of the most competitive and rewarding professions in the media.

Music has the capacity to inspire social comment. This course recognises that music is a barometer of creative and cultural forces in society. Our approach is practical and academic, and our outcomes for the student are intuitive, challenging and informative.

Section C - Course Aims

A1   Develop your knowledge and technical skills to practise effectively as a music promoter.

A2   Develop the innovative and creative communication skills necessary for you to work as a professional music promoter.

A3   Develop your independence, leadership and teamwork skills through practical situations suitable for a range of future employment opportunities.

A4   Develop your awareness of the cultural, historical and technological context within which the practice of music promotion operates and how these determinants may affect your future work in the field.

A5   Develop your skills of criticism, with reference to contextual meaning in your own work, and the work of others in music promotion and related areas.

A6   Develop your research and analytical skills appropriate to further vocational or study opportunities at postgraduate level.

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge
LO1   Apply your knowledge and techniques of Music Promotion with confidence and fluency.

Understanding
LO2   Demonstrate your awareness of the structures and processes in music and media Industries.
LO3   Demonstrate your ability to critically analyse and evaluate the role of Music Promotion in social context.
LO4   Identify your goals and devise appropriate study methodologies suitable for postgraduate study where appropriate.

Application
LO5   Locate, research and utilise appropriate sources of information to meet requirements of set and self initiated briefs.
LO6   Demonstrate professionalism and the ability to act independently or in co-operation with others in the workplace.

LO7	Compile a network of contacts in the UK and where appropriate, internationally.

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

In keeping with all courses at the University for the Creative Arts, the BA (Hons) Music Marketing and Promotion team believes that the most effective educational experience combines both structured teaching and independent study. The teaching methods encourage deeper thinking, while the learning strategies promote the skills of critical reflection and the capacity to sustain a commitment to study.

Learning and teaching strategies will combine structured teaching, one-to-one support and independent study to empower students as autonomous thinkers. The team deliver essential skills and support and, as the course progresses, allow the individual student to develop maximum responsibility for their own learning. Timetabled self directed study will enable students to demonstrate their skills as independent learners through personal time management, to develop their ability to formulate goals and meet deadlines. We also use self directed study to get experience of 'real life' professional working conditions.

Our study of Music Promotion is aligned to current pedagogic thinking and in particular 'deep approaches' to learning. The teaching methods employ strategies to promote creativity and exploration, as well as the skills of critical reflection and sustained study. These methods include: group work, group and individual tutorials, seminars, critiques, presentations, work placements and self-directed study.

The course team believes in the integration of theory and reflective practice as a critical learning curve. Theoretical components are integrated within the course, which allows students to reflect on and contextualise their practice in preparation for employment and/or postgraduate study.

The course benefits from its proximity to London and the considerable resource that London provides. Regular guest practitioners from industry deliver lectures or teach on specific projects bringing with them contemporary and current approaches to their disciplines and a critical, external perspective. All projects are updated annually to embrace contemporary trends, industry developments, new ideas and methods of delivery.

Assessment Strategy

Tutorials: The output from Music Promotion projects are of a highly individual nature, and therefore tutorials are an effective way of developing academic strengths and music marketing and promotion practice.

They will:
- ♫ Take place when work is well progressed
- ♫ Have a trouble-shooting function
- ♫ Permit tutor and student to explore ways in which the project might be improved or polished through identifying strengths and weaknesses
- ♫ Support students in achieving learning outcomes autonomously

Group Tutorials are also employed across the course to:
- ♫ Enable students to learn from one another
- ♫ Engage students in tutor supervised constructive feedback of each others' work
- ♫ Critically evaluate the effectiveness of tasks and set goals for the future.

Peer critique and peer assessment are used alongside student presentations to enable staff to:
- ♬ Monitor students' understanding of learning outcomes and assessment requirements
- ♬ Hone their presentation and critical judgment skills

Seminars are used:
- ♬ To introduce and explain the learning outcomes and objectives as detailed in unit handbooks and briefings
- ♬ To contextualise set project in terms of the theoretical, historical, professional and cultural issues that inform the subject
- ♬ As an inspirational tool to engage students in a constructive and personally appropriate approach to study

Technical Demonstrations:
- ♬ Support the acquisition of technical skills in a range of IT packages relevant to music marketing and promotion.
- ♬ Introduce essential practical techniques such as photography, video filming and editing
- ♬ Provide demonstrations and hands-on instruction
- ♬ Allow students the practical experience needed for using these skills on their own.

Work Placements are a significant feature of all BA (Hons) courses at Epsom, as they ensure that all students develop an understanding of the industrial workplace and build up a network of useful contacts. It is an area of special importance to Music Marketing and Promotion, as much of the industry relies on a personal network to promote work opportunities. In addition the staff will use extensive industry contacts to attract guest speakers and ease the graduate students' route into employment. The course actively encourages students to enter national industry competitions whenever possible, and our annual Stepping Out industry conference is a great opportunity for students to meet musicians, music writers, and those working for record labels or PR companies.

It is the nature of Music Promotion that work is both self-directed and conducted within varying parameters and in response to briefs. The course replicates these conditions as closely as possible by establishing the framework for independent study from an early point in the course. Students will be encouraged to develop a structured approach to Independent Study, as well as appropriate research skills. Without imaginative research, students will not attain the level of originality required to earn higher grades. Level 5 and 6 projects are designed in such a way that they cannot be completed without a well-managed, resourceful self-directed course of study.

Independent study may take place within the campus (eg. in the library or IT studio), at home, or at an appropriate location (eg. shows and concerts, and/or exhibitions). Students are required to show evidence of self-management and research in their assessment requirements. Self-directed study is especially important as resourcefulness and effective time management are key skills in the professional work place.

The Student Learning Agreement (SLA) will provide a vehicle for students to develop learning strategies to meet their specific needs. The SLA becomes increasingly important as students progress to the later stages of the course. A high premium will be placed on the quality of this document as it enables students to perfect the following techniques, which are all essential workplace skills:

- ♬ How to describe, explain and sell an original major project concept
- ♬ How to plan and timetable a complex course of research
- ♬ How to list information sources and potential interviewees
- ♬ How to envisage possible outcomes of the course of action they intend to take
- ♬ How to outline alternative contingency plans

Assessment

Good clear practice relates to the aims, learning outcomes and assessment requirements, ensuring all students know what is expected of them and what they need to do to succeed. This contributes towards its validity and reliability. The work assessed is representative of what the student has learnt in the unit and meets the aims and learning objectives.

The Common Credit Framework renders the assessment explicit and transparent, noting credit achievement where it occurs and giving due recognition to transferable skills and related competencies. It is also designed to recognise achievement rather than penalise failure, with progressive and incremental sanctions for poor performance within and across units. It also endows the basis for standard practice throughout the University for the calculation of progression and recommendation of Awards.

The range of assessment methods and criteria deployed across the course are designed to serve the following purposes:

- ♫ To measure the performance over a specified part of the course in relation to the learning outcomes, work requirement and outcomes.
- ♫ To provide feedback on performance to help students to identify their strengths and weaknesses.
- ♫ To determine the suitability to progress to the next stage of the course
- ♫ To determine the award of an appropriate qualification.

The assessment scheme is a two-tier process, which operates throughout the student's studies at unit and course level through:

- ♫ Unit Assessment
- ♫ Stage Assessment

Unit Assessment is the basic component of assessment. The credit value of each unit is proportional to its study time, providing weighting for the unit and allowing each unit mark to contribute proportionately to the stage mark. Units are normally assessed within their duration. Assessment results are available on MyUCA and written, oral and verbal feedback is provided in accordance with institute benchmarks.

Each unit handbook publishes a timetable for assessment, a clear statement of assessment requirements, and the assessment methods appropriate to its outcomes and length of study. At Epsom, assessment requirements will vary depending on the nature of the unit. They may be a specified list of percentage weighted items or by a portfolio of evidence which might include (e.g.) coursework, oral presentations, workbooks, and written submissions.

The students experience various forms of assessment. These include project work, essays, seminar presentations, target market reports, written assignments, layouts, scrapbooks, rationales, storyboards, scripts, rough footage, and edited broadcast pieces.

Stage Assessment is the major summative assessment point, occurring at the end of each academic year and allows progression between Stages of a course. Where appropriate it may form the basis for the recommendation of an award. The purpose of Stage assessment is:

- ♫ To consider the overall performance of candidates within a Stage of the course,
- ♫ To award credit where appropriate and
- ♫ To set any conditions for progression or retrieval of failure.

Provision is made for moderation, including External Moderation, where appropriate.

Methods will vary throughout the students' studies. The range enables staff to align differing methods against differing outcomes, requiring both specified and portfolio submissions.

In Tutor-led assessment, tutors will identify the level of achievement of the learning outcomes against the assessment submission and make judgements with relation to grade and level descriptors about students' work.

Internal Verification serves to maintain parity of marking. The University verifies a ratio-based number of all final subject-specific unit marks. This number is determined using a ration set by the University in relation to cohort numbers, with marks being noted as 'verified' on all mark sheets. Verification takes place prior to the unit marks being published to the students. All students are given feedback from the staff on end-of-unit feedback forms. When appropriate, general feedback is also given orally, in end-of-unit feedback sessions. The college will investigate students' feedback to improve the quality and accessibility of staff feedback.

External examiners are nominated by the Course Team and approved by the External Examiners Group (a sub-group of the Academic Quality Committee). Their responsibilities include ensuring that proper academic standards are maintained and that the assessment is valid, reliable, appropriate and fair.

What strategies will be used specifically in response to student disability?
The teaching team employ a variety of teaching practices and methods to ensure that different learning methods engage different types of learners.

The course actively responds to the needs of all students to embed good practice in the delivery to meet the requirements of a diverse cohort. One consideration is the effective management of dyslexia. The course will be project and practice led, clarifying a focus on student research, workshop practice, and technical material and process based knowledge towards defined outcomes. This will link a concept based beginning with a context related conclusion. This practical exploration is accessible to dyslexic learners allowing them to discover through 'doing'.

Section F - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:
▪ External Examiner's Reports
▪ Key statistics including data on retention and achievement
▪ Results of the Student Satisfaction Surveys
▪ Feedback from Student Course Representative