



Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and title:	MSc Marketing and the Creative Industries
Name of interim award(s):	Postgraduate Certificate (PgCert), Postgraduate Diploma (PgDip)
Duration of study / period of registration:	1 year
Queen Mary programme code(s):	
QAA Benchmark Group:	Business and Management
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of Business & Management

Schools / Institutes which will also be involved in teaching part of the programme:

Add School

School of Business & Management

Remove School

Collaborative institution(s) / organisation(s) involved in delivering the programme:

N/A

Programme outline

The MSc Marketing and the Creative Industries programme is designed to provide a conceptual, methodological and strategic application of marketing theory in the context of the creative industries focusing on the fine and visual arts, theatre, dance, music, fashion, film, design, gaming industry and more. It aims at developing an academically rigorous and practitioner-oriented curriculum for students with an interest in the intersectional praxis of critical marketing and the historical and strategical analysis of the creative industries. This programme, in combining marketing and creative industries, deconstructs the inter-relationship between the two realms and provides strategies to market creative industries through strategic marketing and communication platforms, social listening and in reaching niche audiences and communities. This MSc is grounded in interdisciplinary modes of critical inquiry, emergent and experimental organisational and media practice and provides an insight into developing practical marketing and audience development strategies for the arts, cultural and the creative sector.

The compulsory modules build on foundational knowledge and skills on marketing strategy, audience development and consumer behaviour for the creative industries as well as critical theory and theories on organisation, cultural labour, and value. Additionally, the opportunity for greater specialization and flexibility is provided through a number of elective modules on areas such as advertising and digital communications and creative industries and sustainability.

Aims of the programme

The programme extends the present offering of the Department of Marketing with a dedicated programme on Marketing and the Creative Industries reflecting the growing interrelationships between art and marketing. It draws on the conceptual and methodological strengths of the existing marketing programmes and the MA CIAO and further leverages on the research and knowledge expertise in the department on marketing and the creative industries. This programme will grow student recruitment whilst making available new core modules but also new electives for the present Masters programmes in Marketing.

The MSc Marketing and Creative Industries offers a dynamic programme of study which bridges the field of Marketing with the Creative Industries. It provides a strategic overview of marketing within the dynamics of the cultural, creative and digital economy. The development of creative industries worldwide as an emergent and diverse sector lends to creative marketing tools and will equip students with the ways in which to understand the needs of creative labour, event, product and performance development and the mechanisms to communicate with audiences and stakeholders in imaginative ways. The course is suitable for students interested in managing the cultural, art and creative sector, marketing, communication and public relations.

This programme aims to:

- 1) offer an access to a graduate degree for students with different academic backgrounds that include social sciences and humanities but not exclusively in order to meet a diversity of student aspirations;
- 2) provide a highly professional degree that offers students the advanced knowledge in the field of marketing and the creative industries;
- 3) develop critical thinking and analytical skills to evaluate, assess and apply marketing strategies to creative industries;
- 4) develop interdisciplinary skills in the area of marketing and the creative industries;
- 5) enhance professional skills of how to transfer knowledge into the specific business processes in the evolving creative sector;
- 6) motivate students to continue their personal development of transferable skills;
- 7) to enhance students employability skills.

What will you be expected to achieve?

The programme will build the following broad skills:

1. Ability to develop independent and critical insights from research and learning on marketing concepts for the creative industries;
2. Critically evaluate approaches to marketing in the creative industries through real world examples;
3. Ability to assess the risks and opportunities within the creative sector for relationship building and for building consumer communities;
4. Communicate effectively and with sensitivity to cultural or other relevant contextual factors within the global creative sector. The programme is open to graduates of all disciplinary backgrounds and is suitable for individuals who are looking to work in managing the cultural, art and creative sector, marketing, communication and public relations;
5. Acquire a view of marketing and management which is influenced by a wide range of learning sources, based on a proactive and independent approach to learning.

Add Learning Outcome

Academic Content:

X	A1	Critically understanding of marketing and communications concepts in the creative industry
X	A2	Develop insights into global marketing strategies for the creative sector

X	A3	Critique the limitations of marketing approaches to the creative industry informed through critical readings of literature
X	A4	Develop advanced qualitative and quantitative research skills
X	A5	Exploration of different approaches for segmentation, targeting, positioning for the creative sector
X	A6	Engage with the concepts and theories on the cultural and creative industries
X	A7	Explore and apply audience development and social marketing strategies and practices
X	A8	Comprehend and critically assess the cultural, societal, political and environmental implications of marketing and consumption in the creative industries

Add Learning Outcome

Disciplinary Skills - able to:

X	B1	Integrate interdisciplinary paradigms in analyses of issues through marketing concepts and communication theories
X	B2	Apply the principles of global marketing and communication theories to the creative sector
X	B3	Examine the ethical issues of cultural marketing and audience development
X	B4	Critique the relevance and limitations of communication and marketing concepts to the creative sector
X	B5	Examine the limitations of normative Western paradigms of marketing concepts to the creative market
X	B6	The ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies
X	B7	Identify and critique the business and market opportunities, challenges and risks presented in the creative sector
X	B8	Engagement with alternative paradigms with relevance to cultural consumption and the creative market

Add Learning Outcome

Attributes:

X	C1	Be able to independently work on a piece of a chosen area of research
X	C2	An awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation
X	C3	Be able to communicate with colleagues and work collaboratively in a team towards a common outcome
X	C4	Sensitive to issues of inclusivity and ethical paradigm in problem solving for the cultural sector
X	C5	Ability to work with people from a range of cultures
X	C6	Communication and listening, including the ability to produce clear, structured business communications in a variety of media
X	C7	The development of conceptual and critical thinking, analysis, synthesis and evaluation of the creative economy

X	C8	Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures.
X	C9	Interpretation of the requirements of coursework and projects and the ability to translate academic and business problems into practical tasks to be solved

How will you learn?

The teaching team is comprised of expert Teaching and Research (T&) and Teaching & Scholarship staff with a background and research focus on marketing, consumer behaviour, marketing for the creative industries, arts organisation, cultural labour and political ecology of cultural production, complemented where relevant by visiting lecturers with professional industry expertise to combine professional knowledge and professional experience into the praxis of the international marketplace and marketing sectors such as communications, advertising, public relations, etc. Students will therefore benefit from this mix of expertise accruing from research, scholarship and industry insights.

Teaching:

Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading. This information will be available online on the School's online teaching portal (i.e. QMplus).

Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasize dissemination of information, explain the core/key concepts adhering to the structure of the module outline, determine the focus and sequence and set out the pace of learning. The pacing and sequencing correspond to the duration of the semester. The resonance of topics between different module are meant to be reiterative in terms of emphasizing core/key ideas. Seminars/classes make for a more agile, in-depth discussions drawing from the broader focus of the lectures and are often designed to be interactive and participatory in terms of the learning experience by facilitating discussions, problem solving, group work, group activities, case studies and presentations (where relevant in accordance with the aims and objectives as well as learning outcomes of each module).

To achieve the learning outcomes of the programme the following pedagogical forms of teaching are to be deployed within a blended learning environment. These include inclusive approaches which seek to decolonize and critique normative paradigms of thought. Other modes of learning include inquiry-based learning, application of ideas, deconstruction, as well as collaborative and reflexive ontologies. These forms are to be deployed through a large scale of varied teaching and learning activities that include the standard lectures that will be accompanied by the small group seminars, one-to-one tutorials, expert lectures, group work, independent studies, research projects, team group learning.

The learning outcomes - academic content A1-A8 - will be achieved through lectures, tutorials and research projects.

The learning outcomes - disciplinary skills B1- B8 - will be achieved through a series of lectures, case studies, tutorials, sessions, private studies, group exercises.

The learning outcomes- attributes C1-C9- will be achieved through lectures, guest lectures, tutorials, research projects, one to one tutorials.

The variety of the proposed learning approaches that will be underpinned by the elements of the fundamental pedagogical approaches as outlined above, and will enhance the quality of student experience. It is necessary to underscore the fact that the knowledge construction and interdisciplinary skills are achieved through the designed structure of the programme that uses three teaching terms.

How will you be assessed?

The learning outcomes that include academic content and disciplinary skills are assessed in each module through the following assessments: coursework, essays, projects, creative portfolios, presentations and exams. But there is considerable variation across modules, and some are wholly examined by coursework. The assessment methods are carefully designed for each module and there is the required variations of the used assessment methods to fully capture the essence of the specific modules and the specific learning outcomes. It is important that timely and detailed feedback provided to students is an integral part of the assessment process.

Clear guidance on coursework requirements is given emphasizing approaches to coursework of various types and the avoidance of plagiarism. Standard College procedures are followed in the setting and marking of examinations and in the determination of overall results.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

In the week before Semester A teaching begins, the Director of Postgraduate Taught Programmes leads a two day induction session for the cohort entering that year. This covers Compulsive and Elective Modules in each Programme; Choice of Electives; the Documentation Students must Complete; Exams; Coursework and Assessment; the Student Handbook; Security and Safety; Library Resources; IT Resources; SSLC; Careers Advice; Help with English; and Campus Tours.

The programme is full-time delivered across 3 semesters in 1 academic year, with 4 modules in semester 1 and 2, with the dissertation project overlapping between semesters 2&3;

Semester 1:

Backstage: Global Marketing Strategies for the Creative Industries (BUSM241, Compulsory)

Introduction to Marketing Management (BUSM137, Compulsory)

Introduction to Creative Industries and Arts Organisation (BUSM171, Compulsory)

Cultural and Creative Industries and the Environment (BUSM200, Elective)

Networked and Influencer Marketing (BUSM207, Elective)

Semester 2:

Marketing Arts and Culture for Social Change (BUSM240, Compulsory)

Organising in CIAO (BUSM165, Compulsory)

Applied Methods (BUSM170, Compulsory)

Integrated Digital Communications and Campaigning (BUSM212, Elective)

Brand Storytelling in the Digital Age (BUSM210, Elective)

Semester 3:

Dissertation for Marketing (BUSM106)

Add Year of Study

Remove Year of Study

Academic Year of Study

FT - Year 1

Add Module

	Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
X	Backstage: Global Marketing Strategies for the Creative Industries	BUSM241	15	7	Compulsory	1	Semester 1
X	Introduction to Marketing Management	BUS137	15	7	Compulsory	1	Semester 1
X	Introduction to Creative Industries and Arts Organisation	BUSM171	15	7	Compulsory	1	Semester 1
X	Cultural and Creative Industries and the Environment	BUSM200	15	7	Elective	1	Semester 1
X	Network and Influencer Marketing	BUSM207	15	7	Elective	1	Semester 1

	Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
X	Marketing Arts and Culture for Social Change	BUSM240	15	7	Compulsory	1	Semester 2
X	Organising in CIAO	BUSM165	15	7	Compulsory	1	Semester 2
X	Applied Methods	BUSM170	15	7	Compulsory	1	Semesters 2
X	Brand Storytelling in the Digital Age	BUSM210	15	7	Elective	1	Semester 2
X	Integrated Digital Communications and Campaigns	BUSM212	15	7	Elective	1	Semester 2
X	Dissertation for Marketing	BUSM106	60	7	PG Core	1	Semester 2&3

What are the entry requirements?

The programme is designed for students with a bachelor's degree (2:1 or above) in the social sciences. IELTS Academic: 7.0 overall including 6.0 in Writing, and 5.5 in Reading, Listening and Speaking or equivalent exam.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Student academic performance and the academic quality of the programme are to be closely monitored, managed and enhanced through the following mechanisms:

The Programme Director works closely with the Deputy Dean of Education, the Head of Department and the School of Business and Management Teaching and Learning Committee. As a result, any issues are identified earlier for remedy. For example, issues may be cited by students or the external examiner and meetings held monthly.

In addition, the Programme Director works closely with the School's Student Engagement Team to update students on important aspects concerning quality, including Plagiarism workshops, additional short courses on writing and support from academic tutors.

The School of Business and Management has a dedicated member of academic staff to scrutinise the latest and past NSS scores, in addition to module evaluations.

The school regularly sends staff members to attend CABS conferences (Chartered Association of Business School). These conferences bring together colleagues from business schools across the UK and foster an exchange between them on how to manage business schools effectively and how to best teach students about business. These interactions ensure that our students are taught using the most recent methods.

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well

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as act as a forum for discussing programme and module developments. Formally, the SSLC meets twice a semester, with a student representative from each programme. Informally, each student in the programme has access to the Programme Director, who reports to the Director of Postgraduate Taught Programmes.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School's Associate Dean for Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to

Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

Curriculum development and delivery are overseen by the Programme Director through the relevant School Teaching Review Group which reports to the School's Teaching and Learning Committee. The School's Teaching Review Groups oversee teaching methods in each module, taking into account student evaluations and comments, means and distributions of examination marks, and external examiner reports. Development of individual teaching is guided through peer review, participation in staff development courses, the appraisal system and teaching evaluation. Account is also taken of views put forward by Department Meetings and the Student-Staff Liaison Committee as well as external sources (external examiners, and views filtered through the College's International Office).

All schools operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery. Students' views are considered in this process through analysis of the NSS and module evaluations.

In addition, the director of the programme collaborates with creative organisations and industry experts to reflect on the content of degree (1x a year - director of the programme). External examiners provide feedback on the content of the programme and academic performance.

What academic support is available?

The School of Business and Management aims to provide a high quality teaching and learning environment. Teaching will be by research-oriented staff complemented where appropriate by Teaching Fellows, who will combine specialist knowledge of their subject with a critical attitude to its delivery. Students will, accordingly, be working in a challenging, supportive environment. The induction week before the start of Semester A provides introductory talks on all the services and support mechanisms available within the school and college. The plasma screens within the school also update on timetabling, events and support services within the school. The virtual learning environment (QMplus) has information on the different modules and supervisory advice as well as personalised teaching timetables. Students are also advised on the support services available in the Language and Learning Unit. A module talk is held at the start of the module selection process to enable students make informed choices when selecting their electives.

Postgraduate Programme Director

The School has one academic Programme Director who is able to support students through their studies, if they encounter any difficulties of a personal nature which are having an impact on their studies they can meet with the Director for support.

Academic Advisors

Every student is allocated an Academic Advisor who they can approach should they have any queries or issues related to their academic studies or academic development. Students are expected to see their advisor at least once each semester.

Office Hours

All academics have dedicated office hours published on the website so students may visit them to discuss any aspect of their learning on specific modules.

Programme-specific rules and facts

N/A

How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific

learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to module materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

All reading lists have been reviewed to coincide with the new blended learning environment in response to the pandemic and the necessity for electronic versions of module texts, with all staff encouraged to use the space for Talis / Reading Lists Online within the updated QMPlus module sites.

QMPlus modules sites have been significantly developed during 2020/21, to be re-purposed and further developed in 2021/22 and beyond, including significant video and audio materials on all modules for asynchronous learning, supplemented by video recordings of essential material also made available post-live sessions. This practice shall continue on return to in-person teaching via further development of QMPlus modules sites, linked to QReview, and with a move towards the standard use of SensusAccess before uploading QMPlus materials. Due allowance will be made for students to record seminars, if necessary, and seminar discussions and classroom arrangement will furthermore take into account any special arrangements. Students requiring additional time for completion of assessments i.e. in-class tests and presentations as recommended by DDS will have the adjustments made by the module administrator. In addition, marking of assessments will take into consideration any neurodiversity i.e. not penalising sentence structure or grammar.

Links with employers, placement opportunities and transferable skills

Graduates from this programme will have developed a range of cognitive and practical skills together which will be applicable to be different context beyond academia.

The School works closely with the Careers Service to locate possible work placements/ internships and to prepare students for the recruitment process (e.g assistance in creating effective CVs to reach potential employers, interview skills).

The qualities and skills a graduate from this programme might be expected to include a range of cognitive and intellectual skills together with techniques specific to business and management, and relevant personal and interpersonal skills. These include:

- The ability to think critically and creatively: organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
- The ability to conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting
- Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
- Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

Programme Specification Approval

Person completing Programme Specification:

Zafeirenia Brokalaki and Paula Serafini (Programme Co-Dire

Person responsible for management of programme:

Zafeirenia Brokalaki and Gavin Grindon

**Date Programme Specification produced / amended by
School / Institute Education Committee:**

30 Oct 2024

**Date Programme Specification approved by Taught
Programmes Board:**

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