

# MODULE SPECIFICATION

**1. Title of the module**

Marketing and Digital Representation - MAMD1

**2. School or partner institution which will be responsible for management of the module**

Northern School of Contemporary Dance

**3. The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

**4. The number of credits and the ECTS value which the module represents**

15 credits, 7.5 ECTS

**5. Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term

**6. Prerequisite and co-requisite modules**

None

**7. The programmes of study to which the module contributes**

MA in Dance and Creative Enterprise

**8. The intended subject specific learning outcomes.**

**On successfully completing the module students will be able to:**

8.1 apply a comprehensive understanding of the social paradigm which comes along with the rise of digital technologies, and use this knowledge in a positive way for marketing purposes

8.2 identify digital marketing strategies and suitable tools to reach artistic and marketing goals

8.3 critically analyse and apply suitable and ethical digital marketing practices through a digital marketing campaign including application of relevant analytical principles

8.4 engage with current digital media software in order to promote self and own work to a wider target audience

8.5 research and examine information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through observations, personal experiences and reflections

8.6 conduct research and enquiry into business and management issues either individually or as part of a team through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting

8.7 apply key marketing and management theories, through the development of cognitive, critical and intellectual skills, research skills and relevant personal and interpersonal skills relevant to the creative industries

8.8 engage with a range of creative, performative and entrepreneurial dance practices, to develop expertise and promote personal and professional growth

These subject specific outcomes relate to the following programme outcomes: A5, A7 and A8

### **9. The intended generic learning outcomes.**

**By the end of this module students will have acquired a further range of general abilities and capacities, qualities of mind and transferable skills, in order to:**

9.1 solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving practice-based problems; the ability to create, identify and evaluate options; the ability to implement and review decisions whilst carrying out a professional role

9.2 critically use information retrieval skills, involving the ability to gather, sift, manipulate, synthesise, and organise material

9.3 analyse and interpret data, forecast future trends, automate and streamline decisions, and optimise courses of action

9.4 produce written work with appropriate scholarly and professional registers/conventions

### **10. A synopsis of the curriculum**

The marketing and digital representation module explores the new social paradigm (through social networks) fuelled by digital technologies. The module supports dance artists to have an awareness of the opportunities and challenges that this shift presents. The module will support strategic approaches and tools to generate a platform for the artist to represent their work in a complex and ever evolving social digital environment. Aside from providing a foundation in digital marketing, this module will put a particular emphasis on practical and reflexive learning.

The module enables the student to engage with social media and web-based solutions as a marketing tool and video technologies as a mode of representation. Areas of curriculum covered by this module may include:

- Introducing digital marketing
- Online marketplace analysis
- Digital marketing strategy
- The impact of digital media and technology the marketing and representation of dance
- Using digital platforms
- Finding a target audience or market for own work
- Campaign planning for digital media
- Marketing communications using digital media platforms
- Intellectual property rights in relation to marketing

### **11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Chaffey, D., & Ellis-Chadwick, F. (2016). *Digital marketing: Strategy, implementation and practice*. London: Pearson.

Dodson, I. (2016) *The art of digital marketing: The definitive guide to creating strategic, targeted, and measurable online campaigns*. London: John Wiley & Sons.

Kawasaki, G & Fitzpatrick, P. (2014) *The art of social media: Power tips for power users*. London: Portfolio Penguin

Kolb, B.M. (2013) *Marketing for cultural organizations: New strategies for attracting new audiences*. London: Routledge

O'Reilly, D. (2010) *Marketing the arts: A fresh approach*. London: Routledge.

Roberts, M., & Zahay, D. (2012). *Internet marketing: Integrating online and offline strategies*. Cengage Learning.

**12. Learning and Teaching methods**

This module is delivered through lectures, seminars, tutorials, directed study, workshops with guest organisations

Lectures	16 hours	
Workshops (2x 3hr)		6 hours
Tutorials		2 hours
Independent study		126 hours
<b>Total Study hours:</b>		<b>150 hours</b>

**13. Assessment methods.**

Item 1: Online digital marketing platform (blog or website plus social media platform)

Weighting: 100 %

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 9.1, 9.2, 9.3 and 9.4

Students create and submit a digital platform (blog or website) plus a social media campaign related to the marketing of self, event or project. Formative feedback during the set-up of the marketing strategy and campaign (through tutorials) will help the student to construct clear objectives and judge any other areas of development before launching the marketing campaign for assessment. Summative feedback is given upon completion of the assessment task.

**14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)**

Module learning outcome		8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	9.1	9.2	9.3	9.4
Learning/teaching method	Hours allocated												
<b>Independent Study</b>	126	X	X	X	X	X	X	X	X	X	X	X	X
<b>Lectures</b>	16	X	X			X			X	X	X	X	X
<b>Workshops</b>	6	X	X		X	X			X	X	X	X	X
<b>Tutorials</b>	2	X		X	X	X	X	X	X	X	X	X	X
Assessment method													
Online digital marketing platform (100%)		X	X	X	X		X	X	X		X	X	X

**15. Inclusive module design**

Northern School of Contemporary Dance recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

**Northern School of Contemporary Dance recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with Northern School of Contemporary Dance’s student support service, and specialist support will be provided where needed.**

This module is intended to offer an inclusive approach to learning and assessment for most specific learning difficulties and physical disabilities. Where necessary individual adjustments will also be made.

**16. Campus(es) or centre(s) where module will be delivered**

Northern School of Contemporary Dance

**17. Internationalisation**

Students on this postgraduate programme come from all over the world and from all kinds of backgrounds – including experience from other sectors of the creative industries. By very nature this Masters degree appeals to those who have an undergraduate degree and a passion for the arts, or those with previous experience working within the cultural sector and other related areas of interest they want to pursue. From digital crowdfunding to policies for the creative city, students are able to investigate their own subject and develop their individual professional path on the programme. Much of this surrounds their ability to engage in knowledge transfer with their peers and tutors, of whom thirty-five percent come from countries outside of the UK. Countries which traditionally feed our student body cover Western Europe, Eastern Europe, America, China & India.

Amongst our staff-base 2 tutors are French, one Czech/Dutch, one Australian and one Finnish. Drawing from their training and professional careers they bring a wealth of different experiences from outside the UK into their studio practice.

Throughout the programme students are encouraged to engage in experiences and share historical, cultural and social experiences from their own societies and cultures in open dialogue. This is evident in the very practical dynamic of the student body through to the artistic work in which they collaborate in the studio and in the nature of the projects they propose, advertise and seek funding streams for.

Within this module students are able to utilise social media platforms, now considered the global ‘norm’. This engagement seeks to understand and embed a global approach to the representation of self through digital media, supporting employment migration for Masters Graduates.

**18. Partner College/Validated Institution**

Northern School of Contemporary Dance

**19. University School responsible for the programme**

School of the Arts

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)