Module Descriptor

Title	Marketing Music: Principles, Practice & Psychology		
Session	2026/27	**Status**	
Code	MUSC09037	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	
School	**Business and Creative Industries**		
Module Co-ordinator	Jayne Stynes		

Summary of Module

This module explores advanced marketing theories and techniques within a music industry context. Students will be introduced to psychological factors and social influences, exploring how these may be applied in marketing to influence and affect consumer behaviour. Music industry-specific implementation of marketing techniques will be analysed through case studies from a range of industry applications.

The module will require students to engage with professional practice in evaluating a range of promotional mechanisms and to implement current marketing techniques through the planning and application of a market-facing campaign.

Subjects covered include:

- Consumer perception; senses and perceptual frameworks
- Learning theories and memory; conditioning and learning frameworks
- Models of personality and lifestyles; psychoanalytic and trait theories
- Motivational theories
- Group membership
- Consumer attitudes

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☒ Other (specify) NCL	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate an understanding of psychological factors in the context of music industry marketing
L2	Demonstrate an understanding of social influences in the context of music industry marketing
L3	Analyse consumer behaviours in response to music industry marketing techniques.
L4	Plan and implement a promotional campaign to demonstrate understanding of key marketing theories and concepts.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** Demonstrate and/or work with: • An understanding of the scope and defining features of the subject/discipline/sector, and an integrated knowledge of its main areas and boundaries. • A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector. • Knowledge of one or more specialisms that is informed by forefront developments.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	**SCQF 9** Apply knowledge, skills and understanding: • In using a range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector. • In using a few skills, techniques, practices and/or materials that are specialised and/or advanced. • In practising routine methods of enquiry and/or research. • To practise in a range of professional level contexts that include a degree of unpredictability.
Generic Cognitive skills	**SCQF 9** • Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in the subject/discipline/sector. • Identify and analyse routine professional problems and issues. • Draw on a range of sources in making judgements.
Communication, ICT and Numeracy Skills	**SCQF 9** Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/ sector, for example: • Present or convey, formally and informally, information on standard/mainstream topics in the subject/discipline/sector to a range of audiences. • Use a range of ICT applications to support and enhance work. • Interpret, use and evaluate numerical and graphical data to achieve goals/targets
Autonomy, Accountability and Working with Others	**SCQF 9** • Exercise autonomy and initiative in some activities at a professional level in practice. • Practice in ways that show awareness of own and others' roles and responsibilities. • Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and ethical codes of practices.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Module delivery will consist of weekly sessions of 3 hours duration. The format of these sessions will vary but will include:

Formal lectures to present an overview of marketing theories and techniques within a music industry context

Guest lectures from industry guests to provide case studies and share good practice

Practical tutorials and workshops to contextualise the module theory and develop critical skills relevant to the sector

Supervisory sessions to provide professional support and feedback on student development

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Tutorial / Synchronous Support Activity	18
Independent Study	66
Practice-based Learning	98
Please select	
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Core:

- The Century of the Self (2002) directed by Adam Curtis. RDF Television / BBC
- Bernays, E. (2010). Propaganda. Barcelona: Melusina.
- Borg, B. (2020). Music marketing for the DIY musician : creating and executing a plan of attack on a low budget. Milwaukee: Hal Leonhard.
- Lippman, W. (2009). Public opinion. New York: Classic Books America.

Additional:

- Media, M. (2021). Social media marketing 2022 : learn how to use social media to make money discover the best strategies to become a real web entrepreneur. United States: Michael Media.
- Hallam, S. (2017). Oxford Handbook Of Music Psychology..
- Ogden, J.R., Ogden, D.T. and Long, K. (2011). Music marketing: A history and landscape. Journal of Retailing and Consumer Services, 18(2), pp.120–125.
- Luck, G. (2016). The psychology of streaming : exploring music listeners' motivations to favour access over ownership. International Journal of Music Business Research, 5(2), 46-61.
- Kellaris, J. J. (2008). Music and consumers. In C. P. Haugtvedt, P. M. Herr, & F. R. Kardes (Eds.), Handbook of consumer psychology (pp. 837–856). Taylor & Francis Group/Lawrence Erlbaum Associates.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:**

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Arts Media**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Arts & Media
Moderator	TBC
External Examiner	Leslie Gaston-Bird
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Analyse psychological factors and social influences affecting consumer behaviour as they apply to the music industry. – 40%
Assessment 2

Plan and apply current promotional mechanisms. – 60%
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☐	☐	40	26

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☐	☐	☐	☒	☐	60	10

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	36 hours

Change Control

What	**When**	**Who**