Module Descriptor

Title	Online Music Promotion		
Session	2026/27	**Status**	
Code	MUSC08016	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	C. Duffin		

Summary of Module

This module aims to develop some of the organisational, creative, analytical and technical skills necessary for effective online professional practice within the music industries and the creative industries more broadly. Students will develop an understanding of digital music culture from the position of managing a music-based brand/product/service suitable for interacting with the creative industries, including the use of social media, analytics and apps at the forefront of digital practice.

Students will be required to work in teams to curate a selection of online assets in line with an agreed social media strategy negotiated with tutors, Students will set clear project objectives, research a target audience and use a range of digital tools suitable driving online engagement, whilst critically reflecting on the effectiveness of the campaign and their role within the team.

Developing online technical skills

Understanding social media campaign management

Developing and managing professional identities online

Producing portfolio materials

Understanding digital music culture

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)	

Terms for Module Delivery	Term 1	☐	Term 2	x☒	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	Curate online assets to effectively communicate the project brand and evidence the progress of the social media campaign
L2	Critically reflect on the effectiveness of the campaign and your role within the team
L3	
L4	
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 8** A broad knowledge of the culture and practice of online music promotion. A specific knowledge of the practice of online music promotion using one or more specific approaches/applications.
Practice: Applied Knowledge and Understanding	**SCQF 8** Use of a range of routine skills / techniques including: planning and implementation of a promotional campaign using social media/applications according to current theory and understanding.
Generic Cognitive skills	**SCQF 8** Critical reflection and analysis: on managing a time-based, digital campaign.

[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

	Reporting on actions/outcomes, results of previous decision-making processes in practical contexts and self-analysis
Communication, ICT and Numeracy Skills	**SCQF 8** The communication of complex information on online technology and associated theoretical content in verbal form. The use of social media and online applications as well as associated technologies to convey information to a range of online audiences. The use of a range of standard applications to process data on the effectiveness of this strategy. The evaluation of numerical and graphical analytic data to measure progress and achievement of goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 8** Autonomous working skills: working autonomously towards researching and presenting written analysis and plans. Setting achievable, measurable goals for accountability. The taking on of a significant managerial role in terms of project management, implemented autonomously over a sustained period of time

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.	
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)
Workshops, Labs, Tutorials Laboratory / Practical Demonstration / Workshop	36
Independent StudyIndependent Study	164
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bandyopadhyay, T. Woszczynski, A.B and Crowell, D. (2025) Musical attributes, cultural dimensions, social media: Insights for marketing music to consumers, Journal of Retailing and Consumer Services, Volume 82, 104103. https://doi.org/10.1016/j.jretconser.2024.104103. Baym, N. K. (2018). Playing to the Crowd: Musicians, Audiences, and the Intimate Work of Connection. New York: New York University Press. Hesmondhalgh, D., Jones, E., & Rauh, A. (2019) SoundCloud and Bandcamp as Alternative Music Platforms. Social Media + Society. https://doi.org/10.1177/2056305119883429 Maasø, A. & Hagen, A. N. (2019) Metrics and Decision-making in Music Streaming in Popular Communication, Vol.18(1) [Online] Available at: https://www.tandfonline.com/doi/full/10.1080/15405702.2019.1701675 Murphy, S., & Hume, M. (2023) The new digital music marketing ecosystem: artist direct. Creative Industries Journal, 1–33. https://doi.org/10.1080/17510694.2023.2214492 Van Dijck, J. (2013) The Culture of Connectivity: A Critical History of Social Media. Oxford University Press: Oxford. Toscher, B., (2021) Resource integration, value co-creation, and service-dominant logic in music marketing: the case of the TikTok platform. International Journal of Music Business Research, 10(1), pp.33-50
(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:** Class attendance, engagement with Aula materials and timely submission of summative assessment

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	A. Dumbreck
External Examiner	J. Crossley
Accreditation Details	JAMES, SMIA
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Group Portfolio - (50%) Produce a portfolio as a group to evidence the effective communication of the project brand; the progress of the social media campaign and assets curated/developed.
Assessment 2
Reflective Essay - (50%) Critically reflect on the effectiveness of the campaign and your role within the team
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**
Portfolio of Practical	Error! Bookmark not defined.	☐	☐	☐	☐	50	18

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	**x**☒	☐	☐	☐	50	18

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**
No Changes	25/03/26	C Duffin