

# LCCM



UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

## MSc in Entertainment Science

### **PROGRAMME SPECIFICATION [ACADEMIC YEAR 2020/21]**

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 <sup>1</sup>			
Teaching Body	LCCM			
Final Award Title and Type	MSc			
Course Title	Entertainment Science			
Course Location and Length	Campus: LCCM, Music Box 241 Union St, London SE1 0LR		Length: FT: 12-month academic year PT: 24 month academic year	
Mode of Study	Full-time	X	Part-time	X
Period of Validation	2020/21 - 2022/23			
Name of Professional, Statutory or Regulatory Body	NA			
Type of Accreditation	NA			
Accreditation due for renewal	NA			
Entry criteria and requirements <sup>2</sup>				
<p>The MSc is intended primarily as a career development programme for current or future executives involved in the production, marketing and distribution of digital entertainment content. To benefit fully from the MSc you should:</p> <ul style="list-style-type: none"> <li>• be a numerate, business-savvy and computer literate graduate with a Bachelors degree (2.2 minimum) or 4 years relevant sector experience and a Level 3+ qualification</li> <li>• have English language competency equivalent to CEFR Level C1 (7.0 overall, 6.5 in each category). If English is not your first language.</li> <li>• be able to provide professional references, if applying based on your professional experience.</li> <li>• Personal Statement:</li> </ul> <p>The personal statement is an important part of your application and is your chance to tell us what your background and career goals are and why the course interests you. Your ability to communicate effectively is important, so the quality of your writing is a factor in how we make our decision. In particular, we will be looking for you to demonstrate one or more of the following:</p> <ul style="list-style-type: none"> <li>• A passion, interest or professional background in the entertainment sector</li> <li>• a comfort with numbers and statistical analysis</li> <li>• knowledge of management and business theory</li> <li>• entrepreneurial drive or clear career ambition</li> <li>• some computing, digital software or programming experience eg. Excel, SQL, Python, Tableau, Google Analytics</li> <li>• good writing, communication and presentation skills</li> </ul>				

<sup>1</sup> Regulated by the Office for Students

<sup>2</sup> This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

Overall methods of assessment <sup>3</sup>	Written exams:	Practical exams:	Coursework:
Level 7	0%	13.3%	86.7%
Overall Learning & Teaching hours <sup>4</sup>	Scheduled:	Independent:	Placement:
Level 7	7.9%	92.1%	0%
	142 hours	1658 hours	0 hours
General level of staff delivering the course <sup>5</sup>	<p>Lecturers must have either an MA or equivalent professional practice in a relevant discipline or field.</p> <p>LCCM ensures that staff numbers and expertise are sufficient to teach each subject area including those specialist areas within each programme.</p> <p>LCCM will ensure there is an appropriate balance between staff with relevant academic qualifications and those with current industry expertise.</p> <p>LCCM will augment its staff with guest speakers and masterclass guests.</p> <p>LCCM works with industry to ensure appropriate curriculum development, lecturer and guest expertise reflects contemporary industry practice and future employer and entrepreneurial trends.</p> <p>LCCM will endeavour to support tutors' continuous professional development including the necessary support to ensure staff can where relevant also maintain professional careers as practitioners in the creative industries.</p> <p>All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy.</p>		
Language of Study	English		
<p>Subject/Qualification Benchmark Statement:</p> <ul style="list-style-type: none"> <li>• QAA Master's Degree Characteristics Statement February 2020</li> <li>• QAA Benchmark Statement: Business and Management November 2019</li> <li>• QAA Subject Benchmark Statement Master's Degrees in Business and Management June 2015</li> </ul>			
<p>Framework for Higher Education Qualifications (FHEQ)</p> <p>QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014</p>			

<sup>3</sup> As generated by the most popular module descriptors and calculated for the overall course stage data.

<sup>4</sup> As generated by the most popular module descriptors and calculated for the overall course stage data.

<sup>5</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Programme Director, Senior Lecturer

## 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;

Module Code	Module Title	Elective/ Core	Credit value
<b>Year 1</b>	<b>Level 7</b>	<b>Study Block 1</b>	
	Entertainment Analytics	Core	30
	Research & Academic Practice	Core	30
<b>Year 1</b>	<b>Level 7</b>	<b>Study Block 2</b>	
	Business Planning	Core	30
	Digital Distribution & Marketing	Core	30
<b>Year 1</b>	<b>Level 7</b>	<b>Study Block 3</b>	
	Entertainment Strategies & Professional Practice	Core	60

## Section B - Course Overview

LCCM's MSc in Entertainment Science is a specialist master's degree for career entry or career development for those involved or interested in a career in entertainment management with particular focus on digital content marketing and decision-making using data insights and practical theory. The 12-month intensive programme aims to develop an integrated and critically aware understanding of the unique nature and defining characteristics of entertainment content and how research and insights in consumer behaviour can help improve decision making and indicate replicable strategies for success in this sector.

The year begins with "Research & Academic Practice" and "Entertainment Analytics" modules, which will see students conduct research using various entertainment data sources, test their ideas, and communicate their findings and reflections in written and spoken argument. In the second term students will build on their findings to produce a range of business planning and pitching documents, as well as learning established strategies for digital distribution and marketing of entertainment content. In the final term, students will undertake a final project, guided by tutors whilst gaining deeper knowledge of innovative professional practice delivered via case studies in leadership, strategic management and entrepreneurial release strategies.

## Section C - Course Aims

The programme aims to encourage the use of practical theory and evidence based reasoning, both systematically and creatively, to solve complex problems and improve professional practice in the management of music, TV, film and gaming content.

Graduates from this programme will benefit from lifelong transferable skills in research, organisation, creative thinking, commercial acumen, quantitative analysis and communication.

With a focus on student-led projects, the course guides them through research, product development, branding and audience identification processes to find and grow an engaged audience for their entertainment projects. Additionally, students will examine a range of case studies from across the content industries and learn best practices for distributing and marketing their releases.

The programme aims to help you:

- Develop critical abilities, specialist knowledge and practical skills for the development and distribution of entertainment content;
- Learn practical and theoretical strategies to aid decision-making, build audiences and improve outcomes for your business or entrepreneurial projects;
- Expand and manage different stakeholder relationships within relevant professional and creative communities;
- Propose, manage and deliver practical projects drawing from independent inquiry and experimentation, and generates new academic, commercial and professional insights;
- Prepare students for careers as entertainment managers, leadership roles within digital content organisations, and for further research within industry or academic settings.

## Section D - Course Outcomes

Upon successful completion of the course students are able to:

<b>Knowledge &amp; Understanding</b>	
<b>KU1</b>	Develop a critical understanding of entertainment products, markets and business development processes;
<b>KU2</b>	Demonstrate how systematic and specialist knowledge, theory and insights can aid and inform decision-making on practical projects;
<b>KU3</b>	Understand data analysis techniques used to process information and identify patterns, trends and meaningful metrics.
<b>Cognitive Skills</b>	
<b>CS1</b>	Critically appraise creative ideas, business strategies and professional practice for commercial ventures;
<b>CS2</b>	Apply creativity to the generation and testing of business ideas, models and products.
<b>Practical Skills</b>	
<b>PS1</b>	Conduct relevant academic, independent industry-focused and practice-based research;
<b>PS2</b>	Develop a professional business plan underscored by financial and market research which critically evaluates entrepreneurial opportunities and contexts.
<b>Key Life Skills</b>	
<b>KS1</b>	Manage and initiate independent learning and continued professional development;
<b>KS2</b>	Communicate effectively in various professional settings' medium and media.

## Section E - Learning, Teaching and Assessment

### Learning and Teaching Strategy

The MSc ES lectures typically include some practical element where students, often in groups or in pairs, are asked to apply the ideas covered by the tutor to specific case studies. In doing so, students develop a close working relationship within the cohort and naturally find ways to collaborate on their projects outside of the classroom too. While all assessed work is individually focused, it is difficult to imagine a MSc ES lecture that does not include some element of collaboration or group activity.

Given the interactive nature of our sessions, staff and students form close working relationships with constant one-on-one dialogue. Moreover, the project-focus of the programme means that staff can adjust the curriculum as needed. The start of the academic year is designed to help staff and students understand the journey ahead and to establish clear goals for their projects, while also diagnosing students' strengths and weaknesses, which then informs the subsequent teaching and mentorship strategies from staff.

Students will receive various forms of written and oral feedback from tutors, supervisors, peers, project stakeholders and collaborators which require critical self-reflection to inform coursework and decision-making processes in a wide range of commercial musical, professional, and academic contexts.

Provisions to bring teaching and learning activities online will be made wherever possible.

While the MSc ES programme is focused around the development of student projects, they nonetheless analyse a range of case studies from across the content industries, which are designed to provide insights in data research, communication, audience engagement and other innovative professional practice. Similarly, much of Term 1 is focused on having students question their own assumptions, motivations and understanding of their industry by re-calibrating knowledge and identifying opportunities and insights from wide range of data sets. Self-reflective writing in Terms 2 and 3 further embed forms of self-assessment into the programme, with a view to nurture the independent critical thinking skills necessary for any entertainment manager to thrive.

In terms of taking responsibility for their own work, simply put, students who do not actively work towards developing their ideas, research and release campaigns will not succeed on the programme. This is made clear from the interview and reiterated again throughout their journey. Most of the assessments are based on developing specific insights and engagement around their own content, and so, there is an ongoing need for them to initiate their own learning. Likewise, the mentorship and support associated with the final project requires students to arrange tutorials when and as needed, and to carry out the bulk of this work on their own.

LCCM has strong links with the entertainment industry and is the leading institution for contemporary music education based on overall student satisfaction (NSS 2019 & 2020). We are an official HE provider for the UK Music Industry as a member of the UK Music Academic Partnership since 2018. Our tutors are mostly industry professionals who also have recognised HEA fellowship or advanced qualifications in their field.

There is a strong creative community at the college with small class size and lots of extracurricular guest talks, performances and events helping forge a welcoming and vibrant culture.

Additional resources include:

- Induction week for new students
- Comprehensive handbooks supporting the programme and modules
- Online books and journals access
- Access to extra-curricular workshops, seminars, classes and master classes
- Access to internal and external production opportunities
- Access to professional networks where appropriate through staff and the institution
- One to one tutorials on some modules
- Small group tutorials on some modules
- Addition support classes
- Increased alumni events
- Launched 'Entrepreneurship Evenings' event series to compliment core teaching with guest speakers.

### **Assessment Strategy**

Assessments have been designed across the programme to reinforce and develop essential and incremental skills as students progress from module to module.

With the first term emphasis on data analytics and research you will have multiple opportunities to learn, rehearse and refine your investigation, evaluation and presentation skills. Term 1 assessments will help you master the craft of storytelling using data ('data journalism') to convince others of your ideas and ground your business presentations in fun facts, identifiable trends and meaningful metrics.

In the second term you will learn and be tested on essential digital marketing skills so that you can put your research into practice and launch compelling content aimed at a targeted audience. Alongside practical projects you will gain experience of writing and presenting business plans and presentations based on your data insights and in-depth market knowledge.

By Term 3 you will have developed a consistent, strategic and scientific approach to the management of entertainment content and this will be assessed through your release campaigns and branding experiments. The release project you undertake will likely be student-led but can be assigned to you or developed in collaboration with others after a series of tutorials and discussions with your mentor and tutors who will seek to ensure that the scale and scope of the work is simultaneously ambitious and realistic.

Provisions to bring assessment activities online will be made wherever possible.

### **Section F - Employability**

The entire premise of the MSc ES programme is to help students develop successful and replicable strategies for digital content projects using insights and analysis of consumer data. As a result, the curriculum is centred around research, learning, testing and application of practical theory and data analysis to inform students' entrepreneurial projects or work-based learning. The programmes can be taken full-time or part-time. Part-time study would particularly suit executive talent already working in the sector who want to advance their own career or improve the prospects of both their employers and their own future projects. For both new graduates or existing executive talent the skills and approaches taught in this programme will enhance and improve individual management and campaign strategies as well as advancing best practice across the sector. With the aim that LCCM continues to be recognised as an incubator for future talent in the sector.

LCCM already has a track record for placing graduates in significant roles in data analytics and entertainment management jobs. Our links with industry and Central London location means we always aspire to be the first place the industry turns when they are looking for talent.

### **Section G - 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 in 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 Representatives

LCCM also details below a list of markers that ensure the enhancement of teaching and learning on the course:

- All Tutors working in currently within the Industry - This ensures the course remains current and relevant to specific fields taught
- Tutor Training days
- Programme Committee meetings for all courses with Subject leaders and Student Representatives
- Peer Observations, where one tutor observes another's lesson and gives feedback. A summary of all observations is discussed at the Programme Committee and shared with all tutor's and then fed into the Annual feedback cycle
- Tutor Report Forms - Individual forms sent to the Programme Leader. A summary of all reports is discussed at the Programme Committee and shared with all tutor's and then fed into the Annual feedback cycle
- External Examiners Report
- Internal Surveys
- NSS Surveys
- QAA Reviews
- QAA Benchmark Statements
- Student Committee - As well as feedback from the Student Committee, student reps are invited to attend different committee meetings within the college organisation
- Master Classes and Industry relevant guests/events

MODULE MAP

MSc Entertainment Science						Contributing towards the Learning Outcomes								
Module Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Option (O)	KU1	KU2	KU3	CS1	CS2	PS1	PS2	KS1	KS2
	7	Entertainment Analytics	30	1	C	X		X			X			X
	7	Research & Academic Practice	30	1	C				X		X		X	
	7	Digital Distribution & Marketing	30	2	C		X				X			
	7	Business Planning	30	2	C							X		X
	7	Entertainment Strategies & Professional Practice	60	3	C	X	X		X	X			X	