## Programme Specification

<table>
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<tr>
<th></th>
<th><strong>Awarding body</strong></th>
<th><strong>Teaching Institution</strong></th>
<th><strong>Programme Title(s)</strong></th>
<th><strong>Programme Code(s)</strong></th>
<th><strong>Home Department</strong></th>
<th><strong>Exit Award(s)</strong></th>
<th><strong>Duration of Study (number of years)</strong></th>
<th><strong>Mode of Study</strong></th>
<th><strong>Level of Award (FHEQ)</strong></th>
<th><strong>Other teaching depts or institution</strong></th>
<th><strong>Professional, Statutory Regulatory Body (PSRB) details</strong></th>
<th><strong>QAA Benchmark Group</strong></th>
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## Programme Rationale & Aims

Following the evidence provided by a number of important academic and government-sponsored economic-impacts studies, the Creative Industries are now widely cited as a significant contributor to the UK economy, both in terms of value added to GDP and employment figures, and in London are second only to the financial services in terms of size and growth rate.

UK government policy is now clearly focussed on the development and promotion of the Creative Industries as critical and key contributors to the wider knowledge economy. In an increasingly competitive global landscape these sectors, are heralded as providing a potential source of national competitiveness, both in terms of opportunities for exporting goods and services overseas, as well as attracting talent and capital to the UK.

Following the 2001 Mapping document, the DCMS’s definition of the Creative Industries “are those industries that are based on individual creativity, skill and talent. They are also those that have the potential to create wealth and jobs through developing intellectual property.” Sectorally, this definition includes: Advertising; Film and video; Architecture; Music; Art and antiques markets; Performing arts; Computer and video games; Publishing; Crafts; Software; Design; Television and radio; Designer fashion.

While much debate surrounds what exactly constitutes and determines creative industries and how they are different from other sectors, recognising the contribution of these sectors to economic activity in general (by UK policy makers and academics) means the UK has been
a first-mover internationally and led the way for research and policy in other countries including Australia, Canada and most recently China.

Although much research has been conducted on what does and does not differentiate these sectors, one of the things they do seem to have in common is their firm position and contribution to the knowledge-based economy, a focus on the provision of exemplary services as well as quality goods and their dependence on and development of human capital, intangible assets and intellectual property. This programme will therefore, focus on business organizations within these sectors – mindful of how they fit in the context of a growing service-and knowledge-based economy of the UK, and evolution of the wider “knowledge-based” and innovation-dependent economy. Throughout comparisons will be made with other countries and regions.

As such a vibrant and important part of 21st century economy in the UK and elsewhere, learning institutions are starting to offer specialise modules focussed on management and business in the creative sectors to meet new and growing student demand. For example, London business School has partnered with University of the Arts London to form the Centre for Creative Business (CCB) while Imperial College’s Tanaka Business School has partnered with Royal College of Arts in Design London – which focuses on design led innovation and provides teaching, training and research to the creative businesses. City University has a long tradition of teaching and research in cultural sectors and this is expanding. Interesting, the Management Department, Birkbeck College is well-positioned to offer a specialist programme on the topic because of a range of existing academic expertise and active research which overlaps with creative industries contexts. Furthermore, there are substantial synergies with broader academic and teaching interests within the department focussed in innovation, international business, public policy and sports management. The structure of the proposed programme will build on existing capabilities and extend synergies with departmental modules by recognising and drawing on this in-house expertise through the form of invited academic lecturers on specialist academic research topics which will follow and extend the core theory lectures outlined below.

This programme offers the opportunity for graduates of creative disciplines and other backgrounds and who share a common goal, to create business value through strategic management, innovation and design. London provides an ideal setting in which to examine the structure role and entrepreneurship within the creative industries.

### Entry Criteria

- Normally at least a second-class honours degree in any subject area from a UK university or a non-UK equivalent; other qualifications will be considered.
- Non-native English speakers need to provide proof of English language ability: A minimum IELTS score of 6.5 (with a minimum of 6 in the sub-tests) and provide the certificate.
Year of entry: 2021/22

- A professional or other qualification obtained by written examinations approved by the College.

Relevant experience, supporting statements and references may be taken into consideration, especially in the case of non-standard applications.

### Learning Outcomes

**On successful completion of this programme a student will be expected to be able to:**

Students will be able to describe, assess and analyses a range of managerial, structural and strategic characteristics of commercial businesses and other organizations within the creative industries.

They will do so by drawing on key theoretical models primarily from strategic management, organizational studies, international business and entrepreneurship and applying them in the context of creative and knowledge based economy.

Students will be able to distinguish aspects that enterprises in these sectors share with enterprises in other sectors as well as identify unique and differentiating attributes of activities in these sectors. Students will be able to appreciate and describe the nature of competition in these sectors as well as organizational and strategic options.

They will also be able to explain the role of public support, government initiatives and plans for the promotion and development of these sectors, nationally, regionally, internationally and globally. Finally, students will be able to place developments in the UK in a global context by comparisons with other countries – both in developed arenas such as the US, Canada and EU – but also importantly comparisons with emerging economies specifically BRICK countries of Brazil, Russia, India, China and Korea. Students will be able to illustrate and argue for and against theoretical propositions by drawing on empirical data and real-world case studies as evidence.

### Learning, teaching and assessment methods

The principal methods of teaching and learning include:

- Lecturing
- Directed reading
- Class discussion of research articles
- Small group and class discussion of case studies linking theory and practice
- Student-led seminars and presentations
- Supervised individual assignments
- Supervised group exercises
- Supervised independent research for dissertation
- Online learning through Moodle: Students have access to Moodle, our online learning resource where all information and materials relating to their programme of study and modules are available. Students will also have access to the Birkbeck Library and e-Library where they can obtain books and journal articles that are required for their studies. We offer a range of student support and study facilities.

While lecturing is a major vehicle of knowledge transfer in the MSc Creative Industries,
most modules use a mix of other methods of learning and teaching with lectures, all of
which are peer reviewed, e.g. group exercises, case studies linking theory and practice, and
seminars involving group work and presentations. There are several modules in which
lectures are combined with small group discussions in which even more interaction
between students and between students and group leaders are possible, thus helping to
harness appropriate social interactive behaviour and the ability to work in teams, while
actively pursuing the advancement of knowledge. Active participation at lectures and
individual assignments, including the supervised independent research for dissertation,
provide other avenues for interactive learning.

Individual assignment and the supervised independent research for the dissertation are
designed to assess the ability of postgraduate students to take responsibility for their own
learning and time management, to search for information, and to carry out work to set
deadlines.

Assessment methods:
The learning outcomes determine the method of assessment for each module of the
programme. The assessment of most modules that form the MSc Creative Industries
programme is by a combination of coursework (of various forms) and an unseen formal,
written examination at the end of the Autumn term or during the Summer term. In order to
arrive at an overall mark for each module, the marks awarded for the coursework and
examination are combined together in ratios that vary across modules, but in most cases a
25%:75% ratio applies in determining the respective weight of coursework and examination
in the determination of the overall mark for each module.

Final Examinations provide a rigorous test of the core knowledge, understanding and
analytical skills of students and encourage careful revision and the consolidation of core
learning in general and specific subject areas.

The coursework aims at the development and assessment of students’ critical
understanding of academic knowledge and process-based research skills. All coursework
assess the ability of students to take responsibility for their own learning and time
management; to search for information; and to carry out work to set deadlines. They test a
number of subject-specific, and other intellectual, practical and personal and social skills to
include inter alia: the ability to locate, extract and analyse qualitative and quantitative data
from different sources as a basis for decision making and justification of resource
deployment; the ability to construct an argument in written English; to critically evaluate
arguments and evidence; to critically appraise existing views and debates; and the ability to
describe and justify international management and business decisions.

Apart from providing quantitative assessment, coursework provide opportunities for
detailed qualitative feedback to students, thus enhancing the learning process on a regular
basis throughout the programme. Coursework can take several forms:

a) Written exercises and essays are used to assess the ability to work through quantitative
and qualitative problems; construct an argument in written English; critically evaluate
arguments and evidence; appraise existing views and debates; and assess the ability to
describe and justify management and business decisions.
b) Group Assignments are used to evaluate the ability to communicate appropriately with
peers and supervisors (oral and written), foster co-operation, trust and loyalty; use
computer technology for communication; and work in teams.
All assessed work is marked in accordance with the Common Awards Scheme. The criteria are linked explicitly to the learning outcomes, and distinguish clearly between the achievements required for each range of marks in the distinction, merit, pass and fail categories.

All assessed work comprising more than 30% of the overall module mark is double marked by two internal examiners and counterchecked by the external examiners who see a sample of all assessed work. The sample includes for each module the exam script(s), coursework(s) nearest of the mean of the marks in the distinction range, merit range, pass range and fail range.

The award for the MSc Creative Industries degree and intermediate awards are governed by the Common Awards Scheme.

18 Programme Description

Students complete 8 modules (totalling 120 credits). For further details see the programme structure below.

Students also write a 12,000-word dissertation (worth 60 credits).

19 Programme Structure

Full Time programme – 1 year

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
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<td>7</td>
<td>ARMC251S7</td>
<td>Understanding Arts Policy and Management</td>
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<td>Compulsory</td>
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<td>7</td>
<td>MOMN001H7</td>
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Students take an additional 2 Management modules OR 1 Arts modules

- Option modules – free choice from any postgraduate modules in the Management Department
  - 0 / 30*
  - Optional

- Option module – free choice from the modules taught as part of the MA Arts Policy and Management, subject to availability
  - 0 / 30*
  - Optional

* Students take either 2 Management modules (2 x 15 credits) OR 1 Arts module (1 x 30 credits)

Part Time programme – 2 years

Year 1

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## Year 2

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<td>Intellectual Capital and Competitiveness</td>
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<td>ARMC251S7</td>
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*Over year 1 and year 2 students take an additional 2 Management modules OR 1 Arts modules*

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<td>0 / 30*</td>
<td>OPTIONAL</td>
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* Students take either 2 Management modules OR 1 Arts modules

### Status

**CORE** – Module must be taken and passed by student; **COMPULSORY** – Module must be taken, mark can be reviewed at sub-exam board; **OPTIONAL** – Student can choose to take this module

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<th>Klaus Nielsen</th>
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