Module Descriptor

Title	New Music Media		
Session	2026/27	**Status**	
Code	MUSC09036	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	
School	**Business and Creative Industries**		
Module Co-ordinator	Clare Duffin		

Summary of Module

This module investigates the evolution of consumer-facing media content in the music industry. This incorporates emerging mechanisms and provides students with the opportunity to produce a series of artefacts.

By examining case studies from the music industry, historical and present-day music media platforms and related trends will be explored, which will further develop the student's understanding of the sector. These case studies will illustrate legacy and current trends in music media and their impact on consumers, and the industry.

Through practical activities, the module will require students to engage with professional practice. Students will demonstrate their understanding of the operation of a variety of platforms through the presentation of appropriately formatted media content for these respective platforms.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ Online / Distance Learning	

[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

			☐ Paisley		☒ 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 legacy music media formats and platforms
L2	Analyse current trends in music media production and consumption
L3	Demonstrate a working knowledge of contemporary industry practice by producing a consumer-facing media portfolio
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 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.
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. Formal lectures to present an overview of the contemporary theory underpinning the evolution and production of consumer-facing music media content Guest lectures from industry guests to provide case studies and share good practice Practical tutorials and workshops to develop critical skills relevant to the module and assessment 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	164
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:

Core:

- Bobowsinski (2016). Music 4.1 : a survival guide for making music in the Internet age. Hal Leonard Books: Milwaukee, Wi.
- Meier, L.M. (2017). Popular music as promotion : music and branding in the digital age. Cambridge: Polity.
- Witt, S (2015). How Music Got Free: The End of an Industry, the Turn of the Century, and the Patient Zero of Piracy. Viking: New York, New York.

Additional:

- BJ, B. (2018). Production and consumption of music in the digital age.
- Ellis, J.M. (2020). SKIPPING DISCOVERY? MUSIC DISCOVERY AND PERSONAL MUSIC COLLECTIONS IN THE STREAMING ERA. AoIR Selected Papers of Internet Research.
- Emmerson, S. (2016). Music, Electronic Media And Culture.
- Järvekülg, M. (2021). THE MERGING OF MUSIC CRITICISM AND MUSIC PROMOTION: CONVERGED MUSIC INDUSTRY PROFESSIONALS ON FACEBOOK. AoIR Selected Papers of Internet Research.
- Rogers, J. (2013). The Death and life of the music industry in the digital age. New York, Ny: Bloomsbury Publications.

(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	Leslei 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 emerging music industry media mechanisms. – 50%
Assessment 2
Produce a portfolio of consumer-facing media materials. – 50%
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	☒	☒	☐	☐	☐	50	18

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

Portfolio of written/practical work	☐	☐	☒	☐	☐	50	18

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

Change Control

What	**When**	**Who**