University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: Introduction to the Music Industries			
Code: MUSC07003	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Iain Taylor		

Summary of Module
This module will introduce students to key sectors and revenue streams within the Music Industries, framed against current critical and scholarly perspectives from the field of popular music studies. Over the course ofthis module, students will be introduced to a variety of sectors from the music industries, including (but notlimited to) record companies, music publishing companies, royalty collection societies, events management companies, artist management, agencies, promoters, PR, songwriters and digital distributors. Students will be encouraged to explore these sectors, and the music industries more broadly, from a range of social, cultural, economic, technological, and political perspectives. This will involve: - Understanding the key concepts of intellectual property protection, management of income streams and key beneficiaries through lectures, directed study, reading and research   - Understanding the social and cultural factors which impact upon music's socio-cultural value   - Understanding and challenging business models in legal, financial, and cultural terms within the creative industries   - To introduce students to the structure of the contemporary music industries   - To introduce students to key issues facing the contemporary music industries   - To support students in developing an understanding of the social and cultural factors which impact upon music's social and cultural value   - To support students in developing the necessary knowledge and skills to research and analyse the music industries

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning

☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☐	☐	☐	☐	Roma / Bari (TNE)

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Understand the functions and mechanisms of key music industries organisations to evaluate existing business models in legal and financial terms
L2	Identify a range of critical ansd scholarly debates relating to the music industries
L3	Apply structural and critical knowledge to a range of key issues and debates facing the music industries

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 Level **7** Knowledge of the music industries (structure and function) Knowledge of key theoretical perspectives on music and culture
Practice: Applied Knowledge and Understanding	SCQF Level **7**

	Development of the ability to engage in informed discourse on the structure and function of the music industries
Generic Cognitive skills	SCQF Level **7** Research, analysis, report writing
Communication, ICT and Numeracy Skills	SCQF Level **7** Communicating effectively and appropriately in speech and writing Analysis of key datasets relating to the music industries
Autonomy, Accountability and Working with others	SCQF Level **7** Working effectively, together with others in groups or teams, taking a leadership role where appropriate Systematically identifying and addressing their own needs in both current and new areas.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial/Synchronous Support Activity	28
Tutorial/Synchronous Support Activity	8
Independent Study	164

	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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

Harrison, A. (2021) Music: The Business - The Essential Guide to the Law and the Deals, 8th Edition, London:Virgin Books

Passman, D. (2023) All You Need to Know About the Music Business, 11th Ed. New York: Rosetta

Abfalter, D. and Reitsamer, R. (2022) Music as Labour: Inequalities and Activism in the Past and Present. London: Routledge

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

Attendance and engagement with all in-person sessions and online directed study activities.

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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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 and Media
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Arts and Media
Moderator	Jayne Stynes
External Examiner	R Nowak
Accreditation Details	JAMES
Changes/Version Number	2

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).
Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).
NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.
Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1 – Presentation

Assessment 2 – Portfolio of written work

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1					
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Presentation	X	X		50	18

Component 2					
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Portfolio of written work	X	X	X	50	18

Combined Total for All Components	**100%**	**36 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2024-25)