

## University of the West of Scotland

## Module Descriptor

Session: 2024-25

Title of Module: Online Music Promotion			
Code: MUSC08016	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Clare Duffin		
Summary of Module			
<p>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.</p> <p>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.</p> <p>Developing online technical skills</p> <p>Understanding social media campaign management</p> <p>Developing and managing professional identities online</p> <p>Producing portfolio materials</p> <p>Understanding digital music culture</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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### 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	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	Click or tap here to enter text.
L5	Click or tap here to enter text.

### Employability Skills and Personal Development Planning (PDP) Skills

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>8</b> 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 Level <b>8</b> 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.

	Application of the knowledge and understanding described above in the implementation of promotional strategy using specifically targeted social media and online applications.	
Generic Cognitive skills	<p>SCQF Level <b>8</b></p> <p>Critical reflection and analysis: on managing a time-based, digital campaign.</p> <p>Reporting on actions/outcomes, results of previous decision-making processes in practical contexts and self-analysis</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>8</b></p> <p>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.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level <b>8</b></p> <p>Autonomous working skills: working autonomously towards researching and presenting written analysis and plans. Setting achievable, measurable goals for accountability.</p> <p>The taking on of a significant managerial role in terms of project management, implemented autonomously over a sustained period of time.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>
<b>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.</b>

<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	36
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Baym, N. K. (2018). <i>Playing to the Crowd: Musicians, Audiences, and the Intimate Work of Connection</i>. New York: New York University Press.</p> <p>Hesmondhalgh, D., Jones, E., &amp; Rauh, A. (2019) SoundCloud and Bandcamp as Alternative Music Platforms. <i>Social Media + Society</i>. <a href="https://doi.org/10.1177/2056305119883429">https://doi.org/10.1177/2056305119883429</a></p> <p>Maasø, A. &amp; Hagen, A. N. (2019) Metrics and Decision-making in Music Streaming in Popular Communication, Vol.18(1) [Online] Available at: <a href="https://www.tandfonline.com/doi/full/10.1080/15405702.2019.1701675">https://www.tandfonline.com/doi/full/10.1080/15405702.2019.1701675</a></p> <p>Van Dijck, J. (2013) <i>The Culture of Connectivity: A Critical History of Social Media</i>. Oxford University Press: Oxford.</p> <p>Toscher, B., 2021. Resource integration, value co-creation, and service-dominant logic in music marketing: the case of the TikTok platform. <i>International Journal of Music Business Research</i>, 10(1), pp.33-50.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p>	

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:

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](#).

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

<b>Divisional Programme Board</b>	Arts & Media
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

<b>School Assessment Board</b>	Arts & Media
<b>Moderator</b>	Allan Dumbreck
<b>External Examiner</b>	J Crossley
<b>Accreditation Details</b>	JAMES
<b>Changes/Version Number</b>	

**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 – 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

(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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio	✓					50	18

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Essay		✓				50	18

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>36 hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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 (2023-24)**