

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

Title of Module: Music and Media Industries

<b>Code: COMP09091</b>	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Christopher Fisher		

## Summary of Module

The Music and Media Industries module aims to enhance the employability of students by:

- Facilitating research into sectors of the music and media industries where students may seek employment.
- Discussing the preparation of a business plan and its core components.
- Developing a website using CMS and design-driven tools.
- Develop a web-based portfolio of work which can evidence their skills base as they seek employment.
- Develop skills to correctly present an industry report on a given subject.
- Students will gain a knowledge and understanding of the breadth and scope of the music and media industry employment sectors.
- Students will critically evaluate the necessary skill set for the defined sector.
- Students will create a suitable digital presence in the form of a web-based portfolio, showcasing existing and continual work.
- This module embeds the key "I am UWS" graduate attributes and in particular: Universal (Research-minded, Ethically-minded, Culturally aware, Inquiring, Critical Thinker, Collaborative), Work Ready (Enterprising, Influential, Potential leader, Knowledgeable, Effective communicator, Digitally Literate, Problem-solver) and Successful (Daring, Innovative, Creative, Transformational)

## Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will <b>normally</b> be offered on the following campuses/ or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	✓	Term 2		Term 3	

Learning Outcomes: (maximum of 5 statements)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Research and understand current areas of employment within a given sector of the music and media industries.</p> <p>L2. Correctly prepare a report which facilitates research into a chosen field of employment.</p> <p>L3. Successfully design and implement a website which can be used to host a media rich portfolio.</p>

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 9. Demonstrate and/or work with: <ul style="list-style-type: none"> <li>• An understanding of the scope and defining features of the Music and Media Industry sectors.</li> <li>• A critical understanding of the legal and regulatory requirements associated with employment in this sector.</li> </ul>
Practice: Applied Knowledge and Understanding	SCQF Level 9. <ul style="list-style-type: none"> <li>• Apply knowledge, skills, and understanding: to the production of an industry case study which meets a professional context and anticipates a degree of unpredictability.</li> </ul>
Generic Cognitive skills	SCQF Level 9. <ul style="list-style-type: none"> <li>• Identify and analyze routine professional problems and issues in the Music and Media Industries.</li> </ul>
Communication, ICT and Numeracy Skills	SCQF Level 9. <ul style="list-style-type: none"> <li>• Use a range of ICT applications including web Content Management Systems to support website development.</li> </ul>
Autonomy, Accountability and Working with others	SCQF Level 9. <ul style="list-style-type: none"> <li>• Develop independent study skills in preparation for an autonomous project or the workplace.</li> </ul>

<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> COMP09032	<b>Module Title:</b> Music Technology Project

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
This module develops knowledge and practice through lectures and laboratory practice. Students will gain experience of working with established web software tools.	
<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)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	16
Laboratory/Practical Demonstration/Workshop	20
Independent Study	152
	200 Hours Total

<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>Harrison, A. (2017). Music : the business. 7th ed. Virgin Books.</p> <p>Baskerville, D. and Baskerville, T. (2020). Music business handbook and career guide. Thousand Oaks, California: Sage Publications, Inc.</p> <p>Patrik Wikstrom (2020). The music industry: music in the cloud. Cambridge, Uk Polity.</p> <p>Feist, J. (2014). Music industry forms: the 75 most important documents for the modern musician. Boston, Ma: Berklee Press, Milwaukee, Wi.</p> <p>Feist, J. (2013). Project management for musicians : recordings, concerts, tours, studios, and more. Boston, Ma: Berklee Press ; Milwaukee, Wisconsin.</p>
(**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)

<b>Engagement Requirements</b>
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: <a href="#">Academic engagement procedure</a></p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Students must complete the assessment milestones laid out in the handbook in respect of the submissions of</p>

coursework.

Students must attend formal lecture sessions and separate tutorial-group sessions.

### Supplemental Information

<b>Programme Board</b>	Computing
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Creative Computing
<b>Moderator</b>	Robert Goldie
<b>External Examiner</b>	J Paterson
<b>Accreditation Details</b>	
<b>Version Number</b>	1.12

### Assessment: (also refer to Assessment Outcomes Grids below)

Coursework 1 - 60%  
Industry Report

Coursework 2 - 40%  
Online Portfolio

(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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

#### Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Review/ Article/ Critique/ Paper	✓	✓		60	0

#### Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations			✓	40	0
<b>Combined Total For All Components</b>				100%	0 hours

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

#### Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.

2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

### **Equality and Diversity**

The University policies on equality and diversity will apply to this module.

In order for the student to complete this module the student will be required to:

Work with their own media assets to create a personal website.

This module is designed to provide equal opportunities for all students irrespective of their age, additional support needs, gender, sexual orientation, race, colour, nationality, ethnicity, religion, beliefs, or sexual orientation. Students may take differing viewpoints with respect to their cultural, religious or family backgrounds. Reasonable adjustments can be made if related issues arise.

#### **UWS Equality and Diversity Policy**

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)