

**Module Outline**

**Part 1- as validated**

1.	<b>Title</b>	<b>CREATING EMPLOYMENT OPPORTUNITIES</b>
2.	<b>Level</b>	<b>4</b>
3.	<b>Credits</b>	<b>20</b>
4.	<b>Indicative Student Study Hours</b>	<b>36 hours group lectures and tutorials 164 hours independent study</b>
5.	<b>Core (must take and pass), Compulsory (must take) or Optional</b>	<b>Compulsory</b>

**5. Brief Description of Module (purpose, principal aims and objectives)**

The purpose of the module is to enable students to maximise their chances in finding employment in the music industry, or related occupations.

The module content seeks to identify and define different types of work and employment. It also encourages students to think more holistically about the diverse, and ever changing, job market. At the heart of the module is the understanding that students need to see themselves, and their emerging professional skills, as an asset to their future development; an asset whose public perception and musical skill base requires careful consideration.

**6. Learning Outcomes - On successful completion of this module a student will be able to:**

*(Add more lines if required)*

1.	Evaluate a range of opportunities for employment and self-employment in the music industry
2.	Demonstrate an understanding of essential skills and personal qualities required to enhance employability within the music industry
3.	Assess the use of a range of relevant technologies for creating employment opportunities
4.	Communicate effectively in inter-personal settings
5.	Gather and organise information and concepts

**7. Assessment**

<b>Pass on aggregate or Pass all components</b> <i>(modules can only be pass all components if this is a PSRB requirement)</i>	Pass on aggregate
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**Summary of Assessment Plan**

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Presentation with bibliography	100%	No	20 min	1-5	

**Further Details of Assessment Proposals**

Give brief explanation of each assessment activity listed

At the end of the module, each student is required to give a formally assessed 20-minute presentation. It needs to include at least four clearly defined ideas about potential employment opportunities available to them.

Students need to draw on material discussed as part of the module, and demonstrate how they consider these ideas/concepts/aims to be relevant to their individual profile.

The presentation must include a handout of resources consulted in the preparation of the presentation. The handout will be 25% of the overall presentation mark.

**8. Summary of Pre and / or Co Requisite Requirements**

n/a

**9. For use on following programmes**

BA (Hons) Music for Media  
BA (Hons) Performance and Teaching  
BA (Hons) Popular Music

<b>1.</b>	<b>Module Leader</b>	<b>Tim Pells</b>
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<b>2.</b>	<b>Indicative Content</b>
	<p>The following topics are an indicative list of items covered in this module:</p> <ul style="list-style-type: none"> <li>- Lectures on all aspects of current employment in the music industry</li> <li>- Presentation skills developed in class</li> <li>- Social and communication skills related to employment</li> <li>- Understanding one’s public image on social media platforms and other online networks</li> </ul>

**3. Delivery Method** *(please tick appropriate box)*

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓					

*If the Delivery Method is **Classroom Based** please complete the following table:*

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - mins	Comments	Learning Outcomes
1	Lecture: The Music Industry today-the ‘big picture’	1. Introduction 60’ 2. Student self –evaluation 30’ 3. Identifying personal goals 60’		1,2
2.	Lecture: Working with the tools you have (at the moment)	1. Using the self evaluation to develop a plan 60’ 2. Available Technologies summary 30’ 2. Peer reflection and learning 90’		1,2  3,4

3.	Lecture and Seminar: Popular Music: whose Industry is it anyway?	1. Illustrated overview 90' 2. Creating your own opportunities 90'		1,2 4,5
4.	Lecture: Music Education as Employment, Music Therapy	1. Music and Media education after the National Curriculum 90' 2. Music therapy industry 90'		1,2,3
5.	Presentations: Media and Music as Social and Business Connections	1. 'How to...' a series of case studies 90' 2. Guest lecture: managing your social media profile from a professional point of view 60' 3. Developing your connections 30'		1,2,3
6.	Lecture: Music in Film Seminar: Composition and Performance	1. Early use of music in film 90' 2. Composition and visual art 90'	-	1,2,3
7.	Lecture: Retail, Manufacturing, and Wholesale as Employment Supply Chain, Insurance	1. Defining industry roles and skill base. 60' 2. Developing a business plan 120'. Mini-presentations		1-5
8.	Music Management as Employment Concert Promotion Guest lecture: Music in Politics, Unions and Societies	1. "Money for nothing?" The role of Management 60' 2. Role of Promoter 30' 3. Unions in the world today 90'		1-5
9.	Publishing as Employment Self-Publishing: pathways and platforms	1. Publishing worldwide 90' 2. Self-publishing becomes big business 90'		1-5

10.	Guest lecture: Music journalism (Broadcasting Radio, TV, Online)	Guest lecture and q&a		1-5
11.	Summary and test presentations (5-7 min per student)	Test presentations with peer and tutor feedback		1-5
12	Final presentations and tutor feedback			1-5
<b>Total Hours</b>		<b>36</b>		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	Academic tutorials: two 20-min sessions per student.
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#### 4. Learning Resources

*To include contextualised Reading List.*

##### **Highly recommended**

Allen, P. (2018) *Artist Management for the Music Business*. London: Routledge

Etherington, R. (2018) *Presentation Skills for Quivering Wrecks*. Asia: Cavendish

Harrison, A. (2017) *Music: The Business 7th edition*. London: Virgin Books

Herstand, A.,Sivers, D. (2017) *How to Make it in the New Music Business: Practical Tips on Building a Loyal Following and Making a Living as a Musician*. London: Norton

Kraft, J. (1996) *Stage to Studio: Musicians and the Sound Revolution, 1890-1950 (Studies in Industry and Society)* London: John Hopkins University

Passman, D. (2014) *All You Need to Know About the Music Business: Eighth Edition*. New York: Simon and Schuster

##### **Resources**

Neerajkambo65 (2018) *Presentation Skills*. New York: Informative Apps