1. **Title of the module**

MSTU6001 (MS6001) – Media Industry and Innovation

1. **Division which will be responsible for management of the module**

Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Media and Meaning and Media Ethics

1. **The course(s) of study to which the module contributes**

Media Studies BA and related programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Apply high level research and analytical skills to the study of an aspect of the media industry.

8.2 Demonstrate systematic understanding of a range of key theoretical and practical issues currently faced by the media industry in the UK and internationally.

8.3 Demonstrate insight into the opportunities for employment within the media industry, including an understanding of the role of self-employment and the challenges working in this industry poses.

8.4 Demonstrate practical knowledge, skills and experiences needed to be employable in the media industry.

8.5 Contextualise, record, and critically evaluate media industry practices and processes.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate the ability of initiative, planning, autonomy and time-management in identifying opportunities for personal and professional development.

9.2 Present themselves and their ideas effectively in applications for employment, funding, etc.

9.3 Demonstrate high levels of competence in data collection, research, communication, compiling of reports, information management, promotion and design.

9.4 Communicate effectively, to a professional standard, using coherent arguments and propositions in a variety of media, verbally and in writing.

9.5 Develop a substantial degree of critical and self-reflexive awareness by reflecting on their own learning and personal development in a strategic, analytical and autonomous way.

1. **A synopsis of the curriculum**

This independent-project module gives students the opportunity to bring prior learning surrounding the media industry into a focused context, whilst enabling critical thinking around contemporary and future innovations in the field. Students will engage in a work-based situation, a social impact project, a theoretical innovation or a personal creative practice project. This engagement may be in any area of media studies such as: digital technology, marketing, policy, online content creation, issues of representation, film and television production, activism, citizen journalism.

Should students choose the industry engagement option, the student will be responsible for either finding the work-based situation or developing their project; advice and support from the School and CES will be available. Ensuing projects will combine a theoretical engagement with their chosen topic, as well as a creative exploration of the topic through a combination of an essay and practical media work (appropriate to the specific area of media they have chosen). This engagement with industry and innovation will build upon the student’s personal interests in the media industry and will be relevant to the career they expect to pursue upon graduation. As part of this focus, particular emphasis will be placed on developing the skill of designing, developing and pitching media projects to industry figure

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Barrett, E and Bolt, B (ed.) (2010) *Practice as Research: Approaches to Creative Art Enquiry*, I.B. Taurus.

Helyer, R (2015) *The Work-Based Learning Student Handbook*, Palgrave.

Hope, Sophie; Figiel, Joanna (2012) *Intern Culture: A Literature Review of Internship Report, Guidelines and Toolkits from 2009-2011*, Artquest.

Howard, K and Sharp, J et al (2002) *The Management of a Learner Gower,* Aldershot.

Smith, H and Dean, T (ed.) (2009) *Practice-led Research, Research-led Practice in the Creative Arts*, Edinburgh University Press.

1. **Learning and teaching methods**

Total contact hours: 12

Private study hours: 288

Total study hours: 300

13. **Assessment methods**

13.1 Main assessment methods

Seminar Presentation (20%)

Essay (2500 words) (40%)

Digital Portfolio (40%)

13.2 Reassessment methods

 Like-for-Like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** |  | **x** |  |  | **x** | **x** |  | **x** | **x** |
| Lectures, workshops, tutorials  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Seminar Presentation  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Digital Portfolio  | **x** | **x** | **x** | **x** |  | **x** |  | **x** |  | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

While most innovation projects are likely to be UK-based, some may place elsewhere in Europe and further afield. Students will develop their understanding of the national and, where appropriate, international context of their chosen area of interest.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/01/2021 | Major | 2021/22 | 9,1012,14,17 | No |
|  |  |  |  |  |