# MODULE DESCRIPTOR

| TITLE | Cultural Industries |
|---|---|
| SI MODULE CODE | 19-5T02-00S |
| CREDITS | 10 |
| LEVEL | 5 |
| JACS CODE | N820 |
| SUBJECT GROUP | EVENTS - SBS |
| DEPARTMENT | Service Sector Management |
| MODULE LEADER | Ian Whiteside |

| MODULE STUDY HOURS (based on 10 hours per credit)* | | | |
|---|---|---|---|
| Scheduled Learning and Teaching Activities | Placement (if applicable) | Independent Guided Study | Total Number of Study Hours |
| 18 | | 82 | 100 |

## MODULE AIM

The aims of this module are to:

- Examine theories and concepts within the Cultural Industries.

- Develop key understanding and knowledge of the current practice and policy within the Cultural Industries in relation to entertainment, leisure, events and tourism.

- Develop understanding of the local, national and global agendas within the Cultural Industries, drawing on specific concepts, such as, globalisation, cultural imperialism, product/service co modification and technology developments.

- Provide an opportunity for students to explore the contribution the cultural industries make to the continuing economic and social regeneration of local, national and global regions.

## MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

1. Examine the production, distribution and consumption of the Cultural Industries.

2. Review the role and assess the developments of the cultural industries within a local, national and global agenda.

3. Explain the theories and structures of the Cultural and Creative Industries.

4. Describe the social and economic impacts of the Cultural Industries.

5. Identify access and interpret information to articulate in a variety of written, visual and verbal formats.

**INDICATIVE CONTENT**

This module will examine the production, distribution and consumption of recorded music; film; photography; print; television and radio. The module will explore the Cultural Industries within a local, national and global perspective looking at the contribution the cultural industries make to the social and economic frameworks of society.

Contemporary issues and policy impacts will be discussed in relation to government agendas. Students will be supported to undertake analysis of the interconnections between the cultural industries and leisure activities, including tourism.

**LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**
Students will be supported in their learning, to achieve the above outcomes, in the following ways

The contact hours will be used flexibly and will include formal lectures, group discussions, case studies, presentations, group exercises and field trips.

Guest lecturers and field trips will be organised by specialists in the Cultural Industries sub-sectors to demonstrate a varied range of skills and activities, roles and responsibilities. Students are encouraged to actively engage with research around the chosen topics for seminars, lectures and also guest speakers in order to extend their knowledge and personal experience of the wide range of Cultural Industries sectors.

Lectures will focus on underpinning knowledge and seminars will reinforce the context of the lectures and provide the students with the opportunity to examine issues more closely and reflect on their learning. The module is assessed by coursework.

**ASSESSMENT TASK INFORMATION**

| Task No.* | Short Description of Task | SI Code EX/CW/PR | Task Weighting % | Word Count or Exam Duration** | In-module retrieval available |
|---|---|---|---|---|---|
| 1 | Case Study Report | CW | 100 | 2000 | N |

**FEEDBACK**
Students will receive feedback on their performance in the following ways

Students will receive a detailed Feedback/Feed-forward form that explains why they received the grade they did and will also highlight key strengths of the assignment and indicate areas for improvement. Generic feedback about the assignment will be provided for the whole group to explain how delivery of the Case study/report could be enhanced in the future.

## LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

**Additional Reading**

| Recommended Texts |
| --- |
| **Recommended Purchase of Core Module Textbook:**<br>Hesmondhalgh, D. (2012), The Cultural Industries 3rd Edition, Sage, London. |
| **Recommended Reading:**<br>   • Hartley, J. (ed.) (2005) Creative Industries, Blackwell Publishing, Oxford.<br><br>   • Howkins, J. (2001) The Creative Economy: *How people make money from idea*s, Allen Lane, London<br><br>   • Leadbeater, C. and Oakley, K. (1999), The Independents: *Britain's new cultural entrepreneurs,* Demos, London. |
| **Supplementary and Alternative Texts**<br>   • Arts Council England (2006) T*he power of art visual arts: evidence of impact, regeneration, health,*<br><br>   • Arts Council England - *'Education and Learning',* ACE London<br><br>   • Arts Council of England (2012) Annual Review 2012<br><br>   • Adorno, T.W. (1991) The Culture Industry: *Selected Essays on Mass Culture*, ed. By J.M. Bernstein, Routledge, London<br><br>   • DCMS / The Work Foundation (2007) - **Staying ahead:** *The Economic Performance of the UK's Creative Industries,* DCMS, London.<br><br>   • Globalization Reader: *How globalism and tribalism are reshaping the world,* Blackwell Publishers, London<br><br>   • Held, McGrew, Goldblatt & Perraton (1999), *Global Transformations,* Blackwell, Oxford. - (Read - Chapter 7, 'Globalization, Culture and the Fate of Nations').<br><br>   • Hopper, P. (2007), *Understanding Cultural Globalization,* Polity Press, Cambridge. - (Read Chapter 3, 'Global Communication, Media & Technology'). |
| ***Internet sources*** – the resources included below provide you with an indication of the wealth of information available online relating to service, operations and quality management. As you discover additional useful resources, please email the teaching team and we will continue to develop a valuable resource together. |
|    • Sheffield's Cultural Industries Quarter Agency (CIQ) - **http://www.ciq.org.uk/** |

**Referencing:**
For degree level work containing references you will be expected to submit evidence that you have sourced, read and understood a variety of texts, internet sources and journal articles.

An appropriately sourced reference list and separate bibliography is expected at Level 5.

# SECTION 2    MODULE INFORMATION FOR STAFF ONLY

## MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

### MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

| | |
|---|---|
| NEW MODULE | N |
| EXISTING MODULE - NO CHANGE | Y |
| Title Change | N |
| Level Change | N |
| Credit Change | N |
| Assessment Pattern Change | N |
| Change to Delivery Pattern | N |
| Date the changes (or new module) will be implemented | **Sept 2013** |

**MODULE DELIVERY PATTERN -** *Give details of the start and end dates for each module.  If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.*

| | **Module Begins** | **Module Ends** |
|---|---|---|
| **Course Intake 1** | Jan 2014 | April 2014 |
| **Course Intake 2** | DD/MM/YYYY | DD/MM/YYYY |
| **Course Intake 3** | DD/MM/YYYY | DD/MM/YYYY |

| | |
|---|---|
| **Is timetabled contact time required for this module?** | Y |

| | |
|---|---|
| **Are any staff teaching on this module non-SHU employees?** | N |
| **If yes, please give details of the employer institution(s) below** | |
| | |
| **What proportion of the module is taught by these non-SHU staff, expressed as a percentage?** | |

### MODULE ASSESSMENT INFORMATION

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|---|---|
| **Indicate how the module will be marked** | |
| **\*Overall PERCENTAGE Mark of 40%** | Y |
| **\*Overall PASS / FAIL Grade** | N |

*\*Choose one only – module <u>cannot</u> include both percentage mark and pass/fail graded tasks*

### SUB-TASKS

| | |
|---|---|
| **Will any sub-tasks (activities) be used as part of the assessment strategy for this module?** | N |

*If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval.  Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.*

### FINAL TASK

| | |
|---|---|
| **According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)** | Task No. <br><br> 1 |

### NON-STANDARD ASSESSMENT PATTERNS

| | |
|---|---|
| **MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.** <br><br> **NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.** | |