

## MODULE DESCRIPTOR

<b>TITLE</b>	Arts Policy & Planning
<b>SI MODULE CODE</b>	44-6916-00L
<b>CREDITS</b>	20
<b>LEVEL</b>	6
<b>JACS CODE</b>	N820
<b>SUBJECT GROUP</b>	Events - SBS
<b>DEPARTMENT</b>	Service Sector Management
<b>MODULE LEADER</b>	Jacqui McKoy-Lewens

<b>MODULE STUDY HOURS (based on 10 hours per credit)*</b>			
<b>Scheduled Learning and Teaching Activities</b>	<b>Placement (if applicable)</b>	<b>Independent Guided Study</b>	<b>Total Number of Study Hours</b>
36		164	200

### **MODULE AIM**

- consolidate and further the knowledge and understanding gained during study at levels 4 and 5;
- equip students through the interdisciplinary policy studies approach with knowledge of recent developments in the arts and entertainments sector.

### **MODULE LEARNING OUTCOMES**

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

1. Analyse policy development, current trends and issues within the arts and entertainments sector;
2. Evaluate the structure, operation and organisation of a range of stakeholders within the arts and entertainments sector;
3. Critically evaluate the response by a range of stakeholders to research about the arts and entertainments sector;
4. Communicate a balanced academic argument verbally and in writing.

### **INDICATIVE CONTENT**

The module will offer knowledge of a range of definition and categorization of arts and entertainments. Students will develop understanding of policy studies and analysis. Research into the funding and organisational structure of the arts and entertainments sector will be reviewed and the effect on development of policy will be evaluated. The development of arts and entertainments project delivery and programming in range of mediums will be considered in the context of a variety of local and global policies.

## **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 each week may include lecture, group discussions, small group exercises, workshop sessions or a field trip.

Seminar sessions will reinforce the content of the 'lectures' and provide students with the opportunity to examine issues more closely and reflect on their learning. Assessment will take the form of a number of coursework activities/tasks and case studies of arts organisations.

Students will be directed to a range of learning materials in a variety of media. Guidance will be given on expected reading and self-directed learning activities to support the various topics but also to develop their knowledge and understanding of the backgrounds and organisations of the various carefully selected, industry speakers. Students will be expected to research widely and be prepared to openly discuss/debate their views.

## **ASSESSMENT TASK INFORMATION**

<b>Task No.*</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration**</b>	<b>In-module retrieval available</b>
1	Oral Presentation (with written handout)	PR	50%	10-15 minutes (with questions)	Y
2	Essay	CW	50%	2,500	Y

## **FEEDBACK**

Students will receive feedback on their performance in the following ways

Peer and Tutor Feedback will be provided immediately after the presentations and will give areas that the students could have improved upon.

Students will also get a more detailed Feedback/Feed-forward form that explains why they received the grade they did and will also highlight key strengths of the presentation and indicate areas of improvement.

Finally, generic feedback about the presentations will be given to the whole group (Focussing on content, structure and presentation) to explain how delivery of the presentation could be improved/enhanced in the future.

Students are also offered an opportunity to present a draft essay plan and oral presentation of their research to the tutor prior to submission of task 2, the written assignment. Tutor feedback will be provided immediately after the oral presentation of that essay plan and will give areas that the students could be improved upon and to offer support for further research.

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

### **Recommended Texts**

Brynes, W (2009), **Management and the Arts**, Focal Press, Oxford.

Chong, D. (2009), **Arts Management**, Routledge, Hove.

Getz, D (2007) **Event Studies**, Butterworth-Heinemann (pages 156 – 159), London.

Hill, L. O'Sullivan, C & O'Sullivan, T. (2003) **Creative Arts Marketing**, Butterworth Heinemann, London.

Hughes, H. (2000) **Arts, Entertainments & Tourism**, Butterworth-Heinemann, London.

Kerrigan, F., Fraser, P., Ozbilgin, M., (2004), **Arts Marketing**, Butterworth-Heinemann, London.

O'Reilly, D.(Ed) & Kerrigan, F.(Ed), (2010), **Marketing the Arts - A Fresh Approach**, Routledge, Hove.

Scheff Bernstein, J. (2007), **Arts Marketing Insights**, HB Printing.

Walmsley, B. (2011), **Key Issues in the Arts & Entertainment Industry**, Goodfellow Publishers.

**Supplementary Texts & Periodicals** – The following journals and articles are indicative, background reading only – the library subscribes to a wide range of journals, with many available online.

### **ACE (2012) THE ARTS COUNCIL PLAN; 2012-2015**

Carey, J (2005) What Good Are the Arts, Faber and Faber

**DCMS (2012), Taking Part Survey - 2011/12 Quarter 4: Statistical Release,**

Du Gay, P (1997) Production of Culture/Cultures of Production, Sage

Harland, J & Kinder, K (1999) Crossing the Line, Calouste Gulbenkian Foundation

Harris and Rochester (2001): Voluntary Organisations and Social Policy in Britain.

Kotler, P. and Scheff, J. (1997) Standing Room Only, HBS Press

**Matarasso, F. (1997) USE OR ORNAMENT? The social impact of participation in the arts**

Smiers, J, (2003) Arts Under Pressure: Chapter 5, Zedbooks

Selwood, S (2001): The UK Cultural Sector: Chapters 13 & 14

Palmer/RAE Associates (2004) *European Cities and Capitals of Culture: City Reports*

(plus additional materials advised and given out in lectures and seminars)

**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.

Wider Funding Options for Arts Projects:

Commercial Arts & Entertainment - Visit the following websites: Arts & Business - [www.aandb.org.uk](http://www.aandb.org.uk)

International Arts & Entertainment - Visit the following websites:

**www.euclid**

[www.unesco.org](http://www.unesco.org)

<http://europa.eu/>

Voluntary Arts - Visit the following websites:

[www.voluntaryarts.org](http://www.voluntaryarts.org)

[www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)

British Council - <http://www.britishcouncil.org/new/>

European Cities of Culture - [http://www.citymayors.com/culture/eurocities\\_culture.html](http://www.citymayors.com/culture/eurocities_culture.html)

ACE Grants for the arts – International Activity -

[http://www.artscouncil.org.uk/documents/information/internationalactivity\\_phpmzAxVi.doc](http://www.artscouncil.org.uk/documents/information/internationalactivity_phpmzAxVi.doc)

## 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	<b>Sept 2013</b>

**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	Sept 2013	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
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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?	
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#### MODULE ASSESSMENT INFORMATION

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

\*Choose one only – module cannot 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
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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. 2
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#### 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%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	