

CMN103

Introduction to the Creative Industries

School: School of Business and Creative Industries

2026 Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course introduces you to the Creative Industries, one of the fastest growing, most dynamic and diverse employment sectors. You will be introduced to the range of careers, opportunities and innovative projects in the Creative Industries that will help you to plan your study pathway and your professional interests. You will explore opportunities through a career report, an analytical case study and by developing your own digital professional portfolio. This course will provide you with essential skills to kick-start your exciting career in the Creative Industries.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	2hrs	Week 1	12 times
ONLINE			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled online workshops (Recorded).	2hrs	Week 1	12 times

1.3. Course Topics

Careers and opportunities in the Creative Industries
Introduction to Entrepreneurship and Innovation
Creative Industries' contribution to economies and societies
Organisation and operation of Creative Industries Enterprises
Critical Issues
Digital presences

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Education for Sustainable Development Goals
1 Identify your individual skills, qualities and connections that will help you to become successful in the Creative Industries.	Knowledgeable Empowered Sustainability-focussed	8, 8.1.1, 8.2.1, 8.3.1
2 Identify best practices in Australian creative industries organisation, festival, event or other enterprise in relation to Sustainable Development Goal 8: Decent Work and Economic Growth.	Knowledgeable Creative and critical thinker Empowered Engaged Collaboration	8.1.2, 8.1.3, 8.2.1, 8.3.1
3 Present information in a creative and informative manner.	Knowledgeable Creative and critical thinker Sustainability-focussed Communication Collaboration	8, 8.1.5, 8.2.3, 8.3.3
4 Know how to create a digital profile and/or creative works repository that can be used to showcase your talents and qualities relevant to the creative industries. Know what industries and organisations to which you can pitch your skills and qualities	Knowledgeable Creative and critical thinker Empowered Sustainability-focussed	8.1.1, 8.2.1, 8.2.4, 8.2.5, 8.3.4
5 Understand career opportunities and skills required for a sustainable career in the Creative Industries.	Knowledgeable Empowered Engaged Sustainability-focussed Communication	8.1.1, 8.1.2, 8.1.5, 8.2.5

* Competencies by Professional Body

8	Decent Work and Economic Growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
8.1.1	The learner understands the concepts of sustained, inclusive and sustainable economic growth, full and productive employment, and decent work, including the advancement of gender parity and equality, and knows about alternative economic models and indicators.
8.2.1	The learner is able to discuss economic models and future visions of economy and society critically and to communicate them in public spheres.
8.3.1	The learner is able to engage with new visions and models of a sustainable, inclusive economy and decent work.
8.1.2	The learner has knowledge about the distribution of formal employment rates per sector, informal employment, and unemployment in different world regions or nations, and which social groups are especially affected by unemployment.
8.1.3	The learner understands the relation between employment and economic growth, and knows about other moderating factors like a growing labour force or new technologies that substitute jobs.
8.1.5	The learner understands how innovation, entrepreneurship and new job creation can contribute to decent work and a sustainability-driven economy and to the decoupling of economic growth from the impacts of natural hazards and environmental degradation.
8.2.3	The learner is able to understand how one's own consumption affects working conditions of others in the global economy.
8.3.3	The learner is able to develop and evaluate ideas for sustainability-driven innovation and entrepreneurship.
8.2.4	The learner is able to identify their individual rights and clarify their needs and values related to work.
8.2.5	The learner is able to develop a vision and plans for their own economic life based on an analysis of their competencies and contexts.
8.3.4	The learner is able to plan and implement entrepreneurial projects.

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

In Week 3, time in the tutorial will be dedicated to a pre-submission question and answer session, and feedback from the tutor.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Report	Individual	20%	800 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Group	40%	3 minutes per person + 1000 word group assignment in a written, creative proposal format (digital or traditional document)	Week 9	Online Assignment Submission with plagiarism check and in class
All	3	Artefact - Creative, and Written Piece	Individual	40%	Digital profile or portfolio: 1,000 – 1,200 words + other materials Annotated bibliography: 500 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Careers in the Creative Industries Case Study

GOAL:	The purpose of this task is to become familiar with career opportunities, employment models, pathways and trends in a Creative Industries discipline that interests you. You will become familiar with the skills and qualities needed to have a sustainable career in the discipline, as well as the opportunities and challenges of working in the Creative Industries.																
PRODUCT:	Report																
AUTHORSHIP STATEMENT:																	
FORMAT:	Individually, you will explore a role or occupation in the Creative Industries and you will consider how this role or occupation plays an important part in your discipline. You will research the skills and qualities required in the occupation, and research and analyse career pathways, the typical employment model, opportunities and challenges and submit your findings as a written report. Students will have the opportunity to receive early feedback in Week 3 Tutorials.																
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GENERIC SKILLS:																	

All - Assessment Task 2: New product or business presentation

GOAL:	The goal of this task is to investigate an Australian organisation, festival, event or other enterprise within the Creative Industries. As a group, you will investigate the professional roles within the enterprise with reference to their employment type, and consider the enterprises' project planning, funding models, target audiences, marketing and contribution/s to an economy and society. You will work in a small team to deliver a creative presentation and a written document. You will develop understanding about how creative enterprises work and contribute to economies and societies. You will develop skills in creative collaboration, communication and in delivering compelling presentations for an audience. 30% of this task is allocated to group work, 10% is allocated to individual contribution.																						
PRODUCT:	Oral and Written Piece																						
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FORMAT:	Working with your group, you will research, plan and present in workshop time a case study investigating one Australian creative industries enterprise. Each person in your group will need to present for a total of 3 minutes (one block or multiple blocks of time) followed by a 5 minute question/discussion time. Your presentation may include PowerPoint, videos, audio, props, examples, or live performance. Your presentation should identify key professional roles in the enterprise, employment models and contributions to economies and societies. Your presentation will be supported by a 1000 word group proposal summarising key points from your presentation and a reference list. Groups will be formed in Week 3. Workshops will allow time for group work and tutor guidance. All students will need to meet and work on this assignment outside of workshop times and engage in individual preparation for the task. Further details of this task will be provided on Canvas and during workshops.																						
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GENERIC SKILLS:	Communication, Collaboration, Organisation, Applying technologies																						

All - Assessment Task 3: Digital professional profile or portfolio

GOAL:	This task will allow you to develop a digital professional profile or portfolio that will be used to promote your skills and qualities and to showcase the creative work that you make during the remainder of your Creative Industries program. By analysing examples of digital profiles and portfolios from the industry, you will develop an understanding of how to effectively communicate and promote your own creative skills and products according to your discipline, and to communicate to a general and specific audience. This project will provide you with a digital vehicle to connect with and showcase your work to industry professionals and potential employers and collaborators.																					
PRODUCT:	Artefact - Creative, and Written Piece																					
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FORMAT:	Professional/Industry format (digital). Digital profile or portfolio. You will have a choice of creating either a LinkedIn, website or other online repository as appropriate to your discipline. Your digital professional profile or portfolio will present and promote your specific skills, qualities, achievements and creative work. Your digital professional profile or portfolio will be designed to accommodate additional information and work as you progress through your studies. You will target your profile to prospective employers or fellow creatives with whom you wish to collaborate. Your digital profile will be accompanied by an annotated bibliography which identifies other profiles or portfolios that you have referenced, and other supporting material. Further details of this task will be provided on Canvas.																					
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GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy																					

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Online students will need to attend a weekly Zoom workshop via computer or device with a working camera and microphone. For online and campus-based students: this course is collaborative and is not suitable for asynchronous learning. Students are expected to attend weekly workshops.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)