

University of the West of Scotland

Module Descriptor

Session: 202324

Title of Module: Communities of Music Practice			
Code: MUSC10001	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Jo Collinson Scott and Jayne Stynes		
Summary of Module			
This module is the culmination of professional development work across the BACM degree, aiming to embed soon-to-be graduates within powerful and supportive networks to support their emergent or developing careers. Building on learning from across the BACM degree about the importance of understanding how people participate in communities of music practice (genres, scenes, community-based and cultural practices), students will apply knowledge and understanding of these critical issues to developing their own place within communities of music practice as guided by a professional mentor. The module will explore and support the embedding of the importance of relationship-building, networking, community, and ethical practice, within long-term careers in the music industries. Students will identify key communities of practice (e.g. networks, genres, scenes, communities, audiences) within which their emerging career could be supported or nourished. They will choose from strands such as Community Music Practice, DIY Practice, Commercial and Social Entrepreneurial Practice, Educational and Academic Practice, within which to explore/consolidate knowledge of academic understandings of these areas and provide fresh and wider perspectives on their individual practice in practical settings. Students will be assigned a professional mentor from within their chosen area of expertise, and work with that mentor across the Trimester on experimenting artistically/creatively/entrepreneurially/community-focused, while being supported to evaluate their current and future professional practice progress in an ethically conscious way. Students will also have the opportunity to become mentors themselves, working with groups of L7 BACM students to apply their learning about the importance of mentoring practice and community-building within the industries. • To assist final year students in developing a professional / creative support network • To encourage students to develop career planning and development skills • To engage students with key Communities of Practice relevant to their creative and professional aspirations			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate self-reflection skills and ability to assess personal and professional needs via mentor-mentee relationships based around a conceptualised framework (including relationship purpose and type, frequency of meeting, goals of interactions and expectations)
L2	Understand how to employ principles of ethical practice within the music industries, applying these through the construction of meaningful, practical, mutually supportive relationships with individuals and/or communities
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 10

	Draws on knowledge and understanding of main areas and defining features of music industries communities and networks and their importance in music careers. Through mentoring relationships with professionals at more advanced stages of their careers, students develop an understanding of professional level career challenges, as well as gaining a sense of how these mentors engage with their own music communities.
Practice: Applied Knowledge and Understanding	SCQF Level 10 Applies knowledge and understanding of own networks and communities of music practice in order to identify and plan goals (for themselves and others) and begin to achieve them, using a few skills that are advanced or specialist. Applies knowledge of ethical issues around relational working in the music industries to deal with foreseen and unforeseen challenges.
Generic Cognitive Skills	SCQF Level 10 Applies critical reflection on practice. Identifies, maps and analyses networks of practice. Synthesises learning from mentoring processes as well as a range of academic/written sources and evaluates or appraises personal development and practice.
Communication, ICT and Numeracy Skills	SCQF Level 10 Communicates knowledge and understanding of current issues and developments in the sector to a range of stakeholders in appropriate ways, including more advanced professionals and more junior colleagues. Uses key (routine and advanced) ICT packages including word processing and audio editing software, to communicate reflective processes and outcomes to a professional standard in written (reports) and spoken form (podcasts).
Autonomy, Accountability and Working with others	SCQF Level 10

	Working under guidance from specialist mentors, exercising autonomy and initiative in structuring practice in response to mentoring sessions. Work with others (both more advanced and less advanced specialists) in a way that demonstrates awareness of others' roles, responsibilities and their work. Working with mentors and mentees to bring about change and development of practice. Managing relationship to complex ethical, relational and professional issues, with guidance from tutors/mentors.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
Tutorial/Synchronous Support Activity	18
Independent Study	164
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Crossley, N., McAndrew, S. and Widdop, P. eds., 2014. Social networks and music worlds. London: Routledge
Crossley, N. 2019. Connecting sounds. Manchester: Manchester University Press.

Montgomery, B. L., 2017. 'Mapping a mentoring roadmap and developing a supportive network for strategic career advancement.' SAGE Open Journal, April-June, pp.1-13.

Thompson, E., 2020. 'Three Rural Scottish Music Scenes – An Ethnographic Study.' Popular Music and Society, 43:4, pp.389-400. DOI: 10.1080/03007766.2020.1730649

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Attendance at lectures and workshops, engagement with VLE materials on Aula as stated above. This module also requires engagement with the mentoring activities, i.e. mentoring a first-year commercial music student in T1 and being mentored by an industry professional in T2.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Arts & Media
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Arts & Media
Moderator	Clare Duffin
External Examiner	R Nowak
Accreditation Details	JAMES (Joint Audio Media Education Support)
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).
Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).
NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.
Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 - Podcast

Assessment 2 - Portfolio

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Podcast	X					40%	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of Written work	X	X				60%	
Combined Total for All Components						100%	XX hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)