Module Descriptor

Title	Collaborative Project		
Session	2026/27	**Status**	
Code	MUSC09027	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	
School	**Business and Creative Industries**		
Module Co-ordinator	Rebecca Wallace		

Summary of Module

This module provides students with an opportunity to undertake a directed creative collaborative group project. The primary purpose of the module is to develop the students' ability to work collaboratively towards a shared goal with students from other specialist strands within the BA Music Industries programme:

- Music Performance
- Music Industries
- Sound Production

Through the completion of this module students will develop and enhance their communication, networking and project management skills whilst applying their existing knowledge and skills in a market-facing project.

The Collaborative Project module will be delivered in Semester 1, providing students with an opportunity to develop their project management skills prior to undertaking the Specialist Industry Project module in Semester 2.

Students will be allocated to a group and asked to respond to a complex creative brief requiring them collectively to:

- Negotiate their roles, responsibilities and agreed outcomes within the group
- Write or select an original piece of music for release
- Record, mix and master it
- Release it on one or more digital platform(s)
- Plan and execute a promotional campaign aimed at an appropriate target market

It is anticipated students will focus primarily on aspects of the project which align with their own specialism, however there is an opportunity for students to develop new skills in other specialist areas through collaborative working.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☒ Other (specify) NCL	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate detailed knowledge and understanding through formulation of a detailed project concept that integrates most of the principal features, boundaries, terminology and conventions of a specific area of professional creative practice
L2	Apply a wide range of the principal professional skills, techniques and practices associated with relevant areas of creative practice – executing some specialised craft, technical and management skills as appropriate towards completion of the project
L3	Identify, define, analyse and respond to complex / professional-level problems and issues within a range of creative music practices
L4	Demonstrate a collaborative and collegiate approach to negotiating agreed individual and group outcomes
L5	

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:**

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Knowledge and Understanding (K and U)	**SCQF 9** Demonstrate and/or work with: • An understanding of the scope and defining features of the subject/discipline/sector, and an integrated knowledge of its main areas and boundaries. • A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector. • Knowledge of one or more specialisms that is informed by forefront developments.
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply knowledge, skills and understanding: • In using a range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector. • In using a few skills, techniques, practices and/or materials that are specialised and/or advanced. • In practising routine methods of enquiry and/or research. • To practise in a range of professional level contexts that include a degree of unpredictability.
Generic Cognitive skills	**SCQF 9** • Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in the subject/discipline/sector. • Identify and analyse routine professional problems and issues. • Draw on a range of sources in making judgements.
Communication, ICT and Numeracy Skills	**SCQF 9** Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/ sector, for example: • Present or convey, formally and informally, information on standard/mainstream topics in the subject/discipline/sector to a range of audiences. • Use a range of ICT applications to support and enhance work. • Interpret, use and evaluate numerical and graphical data to achieve goals/targets
Autonomy, Accountability and Working with Others	**SCQF 9** • Exercise autonomy and initiative in some activities at a professional level in practice. • Practice in ways that show awareness of own and others' roles and responsibilities. • Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and ethical codes of practices.

Prerequisites	**Module Code**	**Module Title**

	Other	
Co-requisites	**Module Code**	**Module Title**

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. The module is delivered through a series of lectures, workshops and tutorial activities focussing on a diverse range of creative practices in the music industries, with particular focus on the planning and execution of complex multi-faceted creative projects. A range of specialist workshops focussing on specific specialisms will be facilitated by lecturing staff with input from industry professionals. Individual groups will be supervised and mentored by a named lecturer contact who will facilitate initial group tutorial sessions to support the groups in establishing self-directed group working practices.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	16
Laboratory / Practical Demonstration / Workshop	12
Tutorial / Synchronous Support Activity	8
Independent Study	164
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: De Bono, E. (2015). Serious Creativity, Vermillion : London Borg.B. (2020). Music Marketing for the DIY Musician, 2nd Edition: Creating and executing a plan of attack on a low budget. Rowman and Littlefield (London) Pompa, M. (2019) The Complete Guide to Advertising on Facebook: Strategies That Convert [in 2019]. Big Commerce. [Online] Available: https://www.bigcommerce.co.uk/blog/facebook-advertising-guide/ Riches, N (2014). MMF: The Music Management Bible. MMF (London)

UK Music (2019). Measuring Music. London : UK Music – available at http://www.ukmusic.org/research/measuring-music-2018/

UK Music : This Is Music (2023 report) – https://www.ukmusic.org/wp-content/uploads/2023/10/This-Is-Music-2023-Economic-Report.pdf

Lechheb, A (2018), Traditional management Vs project management in the music industry, https://uia.brage.unit.no/uia-xmlui/bitstream/handle/11250/2564960/Lechheb%2C%20Amal.pdf?sequence=1&isAllowed=y

(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:**

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.
(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Arts & Media
Moderator	TBC
External Examiner	Leslie Gaston Bird
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students will submit a clearly articulated vision and plan for the execution of the collaborative project. One submission will be submitted by each group, the format of which will be agreed between the group and the lecturer responsible for supervision and mentoring.
Assessment 2
As a group, students will submit and present a substantial portfolio of evidence which may include (but is not limited to) audio artefacts, marketing and promotional materials, video/photographic materials, online/social media content, meeting records, correspondence etc.
Assessment 3
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Group response to creative brief	☒	☐	☒	☒	☐	30	14

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Group Portfolio of practical work and presentation	☐	☒	☒	☒	☐	70	22

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	36 hours

Change Control

What	**When**	**Who**
