



Module Descriptor

Title	Communities Of Music Practice		
Session	2025/26	Status	
Code	MUSC10001	SCQF Level	L10
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Business and 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 bolster 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 develop their own place within communities of music practice. 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 have the opportunity to connect with professional mentor figures from within their chosen area of expertise. As part of developing a Communities of Music Practice portfolio, students will have the opportunity to experiment 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			
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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)			
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 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
L3	
L4	
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:
Knowledge and Understanding (K and U)	SCQF 10 Draws on knowledge and understanding of main areas and defining features of music industries communities and networks and their importance in music careers.

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

	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 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 10 Applies critical reflection on practice. Identifies, maps and analyses networks of practice. Synthesises learning from community building and mentoring processes as well as a range of academic/written sources and evaluation of personal development and practice.
Communication, ICT and Numeracy Skills	SCQF 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 10 Working under guidance from tutors, exercising autonomy and initiative in structuring practice to map and engage with communities of music practice (through creation of podcast and portfolio). Work with others (both more advanced and less advanced specialists) in a way that demonstrates awareness of others' roles, responsibilities and their work. Working within specific communities of music to bring about change and development of practice. Managing relationship to complex ethical, relational and professional issues, with guidance from tutors/mentors. *JS

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.	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: 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. Kenny, A. (2016). Communities of Music Practice. Oxon: Routledge. 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 *JS
(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
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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 engagement with industry professional mentor figures 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](#).

(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	
Moderator	Clare Duffin
External Examiner	J. Crossley
Accreditation Details	JAMES (Joint Audio Media Education Support)
Module Appears in CPD catalogue	☐ Yes ☐ No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Podcast (OUTPUT)

Students are required to create a podcast reflecting on their own communities of music practice, as well as their perspectives on the nature of the mentor-mentee relationship.

Word count: NA (minimum 8 minutes, maximum 16 minutes)

Weighting: 40%

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Assessment 2

Portfolio of Written Work (PORTW)

Students are required to submit a portfolio containing materials that critically and creatively respond to the Communities of Music Practice Module. This include two compulsory documents (a report and evaluation document) as well as any other relevant creative or reflective materials (e.g. podcast, community mapping exercise, reflective diary, song recordings or demos etc.)

Word count: NA (minimum 3 portfolio items, no maximum)

Weighting: 60%

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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
Podcast	☒	☐	☐	☐	☐	40%	9

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
PORTW	☒	☒	☐	☐	☐	60%	9

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	18 hours

Change Control

What	When	Who
Updated UWS Equality, Diversity and Human Rights Code	19/10/23	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Updates to Summary of Module, PDP Skills 5, Indicative Resources & EE	04/03/25	J Stynes