Module Descriptor

Title	Creating And Producing An Act		
Session	2026/27	**Status**	
Code	MUSC08013	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	C. Duffin		

Summary of Module

Students work within a team adopting a selection of roles to identify a market niche for a music act. The team are required to create and produce recordings and promotional assets for the act, presenting these within a pitch deck. Students will complete a final individual report and reflect on the team's response to project outcomes as well as their own role and actions. The module is designed to complement work undertaken in social media strategy within the module Online Music Promotion.

Students are also encouraged to of work collaboratively with other programmes in the school, notably Broadcast Production: TV and Radio, in-keeping with the multidisciplinary nature of the creative industries. Students are encouraged to engage in further extra curricula such as releasing their recordings and performing live outwith the module requirements in order that they understand and develop the opportunities provided both in career and in PDP terms. This module is viewed as a destination module utilising a range of skills gained from across the curriculum.

Key areas:

Analyse current music trends with a view to creating an act/artist

Design and implement a pitch deck for the eventual release of the single/lead track (photos, electronic press kit, brand, audience)

Write, record and produce up to two songs with lyrics

Research suitable record labels, publishers, promoters and radio shows relevant to the act/brand

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London Ayr	☐ 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 an effective pitch strategy that considers branding, professionally recorded material and commercial opportunities for a music act
L2	Devise promotional assets for the production concept to fulfil market opportunity
L3	Assume an effective role(s) within a team and exercise some initiative and independence in carrying out defined activities
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 8** A broad knowledge of the management of a music act, music trends and branding. Detailed knowledge of one aspect of that activity.
Practice: Applied Knowledge and Understanding	**SCQF 8** An understanding of the importance of songwriting, artist management, audio recording processes and collaborative practice in teams.
Generic Cognitive skills	**SCQF 8**

[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

	Critical analysis / evaluation including decision making in practical context, self-analysis within final report
Communication, ICT and Numeracy Skills	**SCQF 8** Use of communication skills including skills specific to role selected. IT use / numerical content / negotiation and presentations skills
Autonomy, Accountability and Working with Others	**Please select SCQF Level** Autonomy and initiative: Self-assessment / reflection on project outcomes. Project management skills. Team or associate interaction. Strategic decision making.

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 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	18
Laboratory / Practical Demonstration / Workshop	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: Arditi, D. (2020) Getting Signed: Record Contracts, Musicians and Power in Society [e-book] Palgrave MacMillan. Available: https://doi.org/10.1007/978-3-030-44587-4 Borg, B. (2020) Music Marketing for the DIY Musician: Creating and Executing a Plan of Attack on a Low Budget. London: Rowman & Littlefield

Frenneaux, R. (2023) The Rise of Independent Artsts and the Paradox of Democratisation in the Digital Age: Challenges Faced by Music Artists in the New Music Industry, DIY Alternative Cultures & Society, Vol 1(2) 125-137.

Music Week (2024) Music Week [Online]. Available: https://www.musicweek.com/ (Accessed: 21 March 2024).

Passman, D. (2023) All You Nneed to Know About the Music Business.11th ed. Kindle Edition.

UK Music (2024) Research Reports Archive [Online] Available: https://www.ukmusic.org/research-reports/report-archive/ (Accessed: 21 March 2024).

(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 and engagement with all scheduled in-person and independent learning activities

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	R. Wallace
External Examiner	J. Crossley
Accreditation Details	JAMES, SMIA
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Group Pitch Deck (50%)
Assessment 2
Individual Report (50%)
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**
Portfolio of Practical	☒	☒	☐	☐	☐	50	18

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☒	☐	☐	50	18

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

Change Control

What	**When**	**Who**
No Changes	25/03/26	C Duffin