University of the West of Scotland

Professional Music Release - Module Descriptor

Session: 202425

Title of Module: Professional Music Release			
Code: MUSC11009	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business and Creative Industries		
Module Co-ordinator:	Rebecca Wallace		

Summary of Module
Professional Music Release is an inquiry-based learning module presenting students with the challenge of working to a range of high-level briefs derived from industry practices in order to develop a professional music release. These will include a selection of set challenges related to professional recording studio practice, participatory arts practice, songwriting or music business / entrepreneurial practice and will require students to work (in a suitable and relevant discipline) within tight, professional delivery timescales.
As the module will be available across several MA programmes there will be clear opportunities for inter disciplinary working.   • Professional environment   • Work-based and inquiry-based learning   • Delivery within professional timescales   • Interdisciplinary practice

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:
☐	☒	☐	☐	☐	☐	Bari/Rome 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 extensive, detailed and critical knowledge in forming and planning a professional music release
L2	Apply knowledge in planning and executing a significant project of creative inquiry, research or development
L3	Demonstrate the ability to critically review, consolidate and extend knowledge in the context of professional creative practice

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 11: • Demonstrate extensive, detailed and critical knowledge and understanding in one or more specialisms related to set professional briefs and release-focused practice, much of which is at, or informed by, developments at the forefront
Practice: Applied Knowledge and Understanding	SCQF Level 11: • Practise in a wide and often unpredictable variety of professional level contexts. • Demonstrate originality or creativity in the application of knowledge, understanding and/ or practices within the context of set music or creative industries-related briefs that build towards a professional release.
Generic Cognitive skills	SCQF Level 11. • Develop original and creative responses to problems and issues as defined within a range of specific music or

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	creative industries briefs and the development of a release.
Communication, ICT and Numeracy Skills	SCQF Level 11. • Communicate with peers, more senior colleagues, specialists and representatives of professional bodies / industry • Students will use a range of software to support creative work, including recording software and other web based technologies
Autonomy, Accountability and Working with others	SCQF Level 11. • Demonstrate leadership and/or initiative and make an identifiable contribution to change and development within the context of creative industries. Exercise substantial autonomy and initiative in professional and equivalent activities

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		
The module will be front loaded with sessions detailing the set briefs that work towards a professional release, and providing support through lectures, tutorials and workshops. Thereafter students will work independently, supported through supervision and online materials on Aula.		
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	12	
Tutorial/Synchronous Support Activity	24	

Independant study	164
	Hours Total 200

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

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. London: Palgrave Macmillan.
Baym, N.K. (2018) Playing to the crowd: Musicians, audiences, and the intimate work of connection. New York: NYU Press.
Bradford, C. (2005), Heart and Soul: Revealing the Craft of Songwriting, Sanctuary: London
Gibbs T. (2007) The Fundamentals of Sonic Art & Sound Design.
Harrison, A. (2017) Music: The Business (7th Edition). London: Virgin Books
Jones, E. (2020) DIY Music and the Politics of Social Media. London: Bloomsbury
Katz, B. (2013) Mastering Audio: The Art and the Science. 3rd Ed. London: Focal Press
Licht, A. (2019) Sound Art: Revisited. London: Bloomsbury.
West, A. (2016) The Art of Songwriting. London: Bloomsbury.

Attendance and Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure
Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: You will get more out of the module if you attend all classes. In this instance, you are expected to engage with both elements of every weekly class. Students will be expected to meet the following minimum thresholds for engagement during academic year 2022- 23• Regular engagement with their Virtual Learning Environment (Aula in the case of this module) as evidence by an average of 3 engagements per week and monitored via appropriate learner analytics within Aula.• Attendance at 75% of live ('synchronous') class activities, online or face to face, with attendance taken in each class and recorded by academic staff via Self-Service Banner.• Engagement and submission of all assessments unless non-submission is supported by submission of an Extenuating Circumstances Statement (ECS).

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)	No ☒
School Assessment Board	Arts and Media
Moderator	Dr Clare Duffin
External Examiner	N McSweeney
Accreditation Details	JAMES
Changes/Version Number	1:06

Assessment: (also refer to Assessment Outcomes Grids below)
The Assessment is to undertake a public facing, professional music release.
Assessment 1 (80%) Portfolio of Written Work- to include evidence of research, development and the planning/execution of the final release.
Assessment 2 (20%) reflective blog of approximately 1000 words with relevant links to portfolio materials (where appropriate) and supporting texts.
(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
	x	x				80	36

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
			x			20	6

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)