

University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Professional Music Brief			
Code: MUSC11019	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:	Clare Duffin		
Summary of Module			
<p>Professional Music Brief is an inquiry based learning module, presenting students with the challenge of exploring a range of creative practices to inform their response to professional and high-level briefs derived from industry practices. Students will be set challenges related to professional recording studio practice, participatory arts practice, songwriting or music business / entrepreneurial practice, with an aim to investigate and develop professional techniques – and their professional practice more broadly – by means of responding to challenges akin to those found within professional industry briefs.</p> <p>The module is designed to facilitate professional portfolio building and reflective practice pertinent to students' ongoing professional development.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name
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Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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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 an ability to critically reflect on their creative practice in response to a professional music-- related brief
L2	Evidence a clear exploration of professional techniques suitable for professional creative practice
L3	Produce a portfolio of professional materials suitable for operating within the creative industries
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

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 an ability to explore professional creative techniques, critical knowledge and understanding in one or more specialisms related to set professional briefs, much of which is at, or informed by, developments at the forefront.
Practice: Applied Knowledge and Understanding	SCQF Level 11 Demonstrate originality or creativity in the exploration and application of knowledge, understanding and/or practices within the context of set music or creative industries briefs.
Generic Cognitive skills	SCQF Level 11 Develop original and creative responses to problems and issues as defined within a range of specific music or creative industries briefs.
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	<p>SCQF Level 11 Demonstrate leadership and/or initiative and make an identifiable contribution to change and development within the context of creative industries.</p> <p>Exercise substantial autonomy and initiative in professional and equivalent activities.</p>	
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.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Practice Based Learning	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Barrett, M. S. (2014) Collaborative Creative Thought and Practice in Music. Surrey: Ashgate Publishing Ltd.</p> <p>Burnard, P. (2012) Musical Creativities in Practice. Oxford. Oxford University Press</p> <p>Clarke, E. F. & Doffman, M. (2017) Distributed Creativity: Collaboration and Improvisation in Contemporary Music. Oxford: Oxford University Press.</p> <p>Cook, N. (2018) Music as Creative Practice. Oxford: Oxford University Press.</p> <p>Moeran, B. & Christensen, B. T. (2013) Exploring Creativity: Evaluative Practices in Innovation, Design and the Arts. Cambridge: Cambridge University Press.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
<p>(*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)</p>	
Attendance and Engagement Requirements	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>Attending scheduled classes, engaging with materials on Aula and timely submission of summative assessment materials.</p>	
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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Arts & Media
Moderator	Jo Collinson Scott
External Examiner	N. McSweeney
Accreditation Details	JAMES
Changes/Version Number	

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 - Brief Response 1 (50%) – to include evidence of creative development and the exploration of professional techniques partnered by a critically reflective account of the response.

Assessment 2 - Brief Response 2 (50%) – to include evidence of creative development and the exploration of professional techniques partnered by a critically reflective account of the response.

(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	Timetable Contact Hours
Portfolio of practical work	✓	✓	✓			50	18

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	Timetable Contact Hours
Portfolio of practical work	✓	✓	✓			50	18

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
Combined Total for All Components						100%	36 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)