University of the West of Scotland

Songwriting Workshop - Module Descriptor

Session: 202425

Title of Module: Songwriting Workshop			
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
Songwriting Workshop replicates the authentic environment of the professional 'song-house' common within the music industries. Students are supported to undertake an intensive series of songwriting workshops where they will work collaboratively as well as solo to meet daily briefs. The student-centred approach in this module allows flexible learning and centres around hybrid approaches to teaching. Students will attend workshops; respond to a series of tasks designed to support the development of effective songwriting practice; collaborate within and across MA cohorts; produce a range of new song materials; engage in extensive and detailed critique sessions with tutors and peers; reflect on their practice and their learning across the module. This will focus on (but not be limited to) developing: • Professional (collaborative) practice • Time-limited creativity • Revision and rewriting • Building professional portfolio • Reflective and critical practice   Learning and teaching in Arts & Media aligns to principles set out in the UWS Curriculum Framework 2022. Module and programme design is therefore guided by a flexible, hybrid and student-centred approach. We design module assessments to be authentic both in terms of their academic rigour and relevance to the creative industries. The journey through your chosen programme of study is designed to be simple and coherent, developing a full range of academic, creative and conceptual skills required to develop exciting and sustainable careers in the creative industries.   • Professional collaborative practice • Time-limited creativity • Revision and rewriting • Building professional portfolio

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 and understanding of songwriting practice, including collaborative songwriting practice.
L2	Use a range of specialised skills, techniques and practices (including lyrical, melodic and harmonic development) that are at the forefront of the discipline of songwriting.
L3	Apply critical analysis and evaluation to self-generated creative music works in the context of established collaborative arts practice and with reference to personal development and research.

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: • Students will gain comprehensive experience and understanding of collaborative songwriting practice

	• Students will gain a critical understanding of specific theories, principles, concepts related to the skills of songwriting
Practice: Applied Knowledge and Understanding	SCQF Level 11: • Students will use a wide range of the principal skills, techniques and practices associated with collaborative songwriting practice • Students will practice in a wide variety of professional contexts including working to briefs and collaborating and negotiating within creative partnerships
Generic Cognitive skills	SCQF Level 11. The range of assessment tools and taught experiences will enable students to develop original and professional responses to creative issues and problems, making informed judgements and exercising autonomy. Students will critically review self-generated creative music work in a series o writings, consolidating and extending knowledge in the discipline of collaborative songwriting practice.
Communication, ICT and Numeracy Skills	SCQF Level 11. • Communication will be a central theme of the module and all assessment parts will demand and facilitate professional-level communication with collaborators and supervisors • 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. • Students will exercise substantial autonomy and initiative at a high level of professionalism in terms of self-directed work and through peer collaboration. • The written work in the module will give students the opportunity to draw on critical reflection on personal and collaborative songwriting practice, and the responsibilities and ethical issues associated with this.

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 intensive songwriting workshop is an example of immersive practice as exemplified by professional 'songhouse' events that require songwriters to deliver work to order and in collaboration with a varied range of writers. The events will consist mainly of writing sessions but may be supplemented by a variety of lectures and master classes delivered by industry professionals and performing artists and resulting in the collation of a range of song outputs. Finally students will carry out a process of academic engagement with their practice which will form the basis of in-depth critical reflections on students' own songwriting work.

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	45	
Tutorial/Synchronous Support Activity	4	
Independant study	151	
	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:

Bennett, J. (2011) 'Collaborative songwriting – The ontology of negotiated creativity in popular music studio practice', Journal on the Art of Record Production, 5. Available at: https://www.arpjournal.com/asarpwp/collaborative-songwriting-%E2%80%93-the-ontology-of-negotiatedcreativity-in-popular-music-studio-practice/ (Accessed: 14 March 2022).
Perricone, J. (2018) Great songwriting techniques. Oxford: Oxford University Press.
Webb, J. (1998), Tunesmith: inside the art of songwriting, Hyperion: New York
West, R. (2016) The art of songwriting. New York: Bloomsbury.
Williams, K. & Williams, J. (ed.) (2017) The singer-songwriter handbook. New York: Bloomsbury.
Zollo, P. (2003) Songwriters on songwriting. Cambridge, Mass.: Da Capo.

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)
Portfolio of practical work (80%) - A portfolio of work formed of the results of songwriting briefs undertaken across the intensive 'songhouse' sessions, representing a body of student-centred, self-determined, original and inventive work. The work produced will be simply documented and submitted digitally.
Presentation: Presentation (20%) A short presentation to provide critical reflection on the production of the portfolio.
(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
Portfolio of Practical work	x	x				80	57

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
Presentation			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)