Module Descriptor

Title	Music Enterprise Project 1		
Session	2026/27	**Status**	
Code	MUSC09009	**SCQF Level**	9
Credit Points		**ECTS (European Credit Transfer Scheme)**	2010
School	**Business and Creative Industries**		
Module Co-ordinator	Jayne Stynes		

Summary of Module

Researching, devising and designing a music enterprise project.

- This module requires students to research the existing music environment to identify a project opportunity which will be of career-enhancing significance. This should be a music enterprise project of commercial value and/or have community, social or cultural significance.

- Students will then develop a music enterprise project proposal pertaining to their chosen sector, addressing creative content, timescale, budget, target audience, professional concerns, as well as setting qualitative and quantitative objectives.

- Finally students will present their music enterprise project proposal in a live presentation setting in order to receive constructive feedback and negotiate on further requirements, allowing them to execute the project in T2 as part of the follow-on module Music Enterprise 2.

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Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[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

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	Use music enterprise skills to creatively research and analyse the existing music marketplace and identify opportunities of commercial, social or cultural value. *JS
L2	Demonstrate detailed knowledge of recent commercial music enterprise products, services and organisations to devise and design a creative project to meet criteria of marketplace opportunity, including commercial and/or social and cultural value. *JS
L3	Demonstrate critical analysis in the assessment of case study material.
L4	Utilise a broad and integrated knowledge and understanding of the scope, main areas and boundaries of music enterpise in the development of a project proposal document. *JS
L5	Demonstrate the use of project planning and presentation skills in a proposal presentation. *JS

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 9** A broad and integrated knowledge and understanding of the scope, main areas and boundaries of researching, devising and designing a music enterprise project. Detailed knowledge of recent music enterpise projects with case studies / guest lectures from innovators and entrepreneurs. *JS
Practice: Applied Knowledge and Understanding	**SCQF 9** Development of creative, research-based and analytical skills in order to devise a music enterprise project including the practical application of relevant industry research in the chosen music sub-sector. *JS
Generic Cognitive skills	**SCQF 9** Case study / critical analysis. Judgement and selection of project from ideas generated
Communication, ICT and Numeracy Skills	**SCQF 9** Presentation of project proposal. IT use / numerical content / negotiation and presentations skills.
Autonomy, Accountability	**SCQF 9**

and Working with Others	Taking responsibility for the work of others and a range of resources. 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	30
Tutorial / Synchronous Support Activity	6
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:

De Bono, E. (2022) Serious Creativity, HarperCollins, London

Dumbreck, A. and McPherson, G. (2016) Music Entrepreneurship, Bloomsbury, London

Parry, H. (2024) The Illustrated Freelancer's Guide. Creative Scotland. Available at: https://www.creativescotland.com/binaries/content/assets/creative-scotland/resources-and-publications/guides-and-toolkits/the-illustrated-freelancers-guide/theillustratedfreelancerguide-web-2024-160724-final.pdf (Accessed on 04/03/25).

UK Music (2024). This is Music. UK Music. Available at: https://www.ukmusic.org/wp-content/uploads/2024/11/TIM-Report-2024-reduced.pdf (Accessed on 04/03/25)

Webb, A. (2022) Essentials of Music Management. Independently Published

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Note: Sources specific to the individual nature of each student project will also be required.

(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:** Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

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	David Scott
External Examiner	J Crossley
Accreditation Details	JAMES, SMIA
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	V2325

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Assignment (ASSIGN) A written proposal outlining the music enterprise project including its objectives, social and/or commercial value, unique selling point and case study analysis of a relevant existing music enterprise project. Word count : 3000 words Weighting : 75% *JS
Assessment 2
Presentation (PRES) A presentation pitching the proposed music enterprise project and plans for future development. Word count : NA (15 minute presentation) Weighting : 25% *JS
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**
Written Assignment	☒	☒	☒	☒	☐	75	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☐	☐	☐	☒	25	

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
Updated Student Attendance and Engagement Procedure	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
Module title change, edit to Summary of Module, Learning Outcomes 1, 2, 4 and 5. PDP Skills 1 and 2, Indicative Resources and Assessment (wording only)	03/04/25	J Stynes