Module Descriptor

Title	Music Enterprise Project 2		
Session	2026/27	**Status**	Approved
Code	MUSC09013	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Jayne Stynes		

Summary of Module

Delivery and implementation of a music enterpise project, based on the research, devising and designing of a project proposal as part of Music Enterprise 1 in the previous term.

- This module requires students to execute their proposed music enterpise project based on pre-defined quantitative and qualitative objectives set in the previous term as part of Music Enterprise 1. Through the delivery and implementation of their music enterpise project, students will demonstrate evidence of entrepreneurial, business development and project management skills.

- Students will attend tutorials and seminars to discuss project progress and resolve any difficulties, allowing student to develop project management abilities in the creative industries and prepare for an entrepreneurial portfolio career.

- Students will be required to receive feedback on their project from relevant industry professionals, with the aim of implementing this feedback ahead of project completion.

- Students will be required to submit a final written project report and deliver a 15 minute presentation, reflecting on the success of the project, based on the execution of project management and entreprenurial skills, including whether or not they reached their set qualitative and quantitative objectives. Students will also be expected to critically reflect on the challenges they navigated as part of the delivery and implementation of the project.

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Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
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	Manage and develop an ongoing music enterprise project, identifying and analysing routine professional problems and issues as core activities. *JS
L2	Demonstrate critical reflective analysis including the judgement of outcomes versus qualitative and quantitative objectives *JS
L3	Utilise a broad and integrated knowledge and understanding of music industry project management in the presentation of the project final report.
L4	Demonstrate the use of project management and presentation skills in a final presentation.
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 9** A broad and integrated knowledge and understanding of the scope, main areas and boundaries of music enterprise project development and implementation. Detailed knowledge of recent music enterprise project developments with case studies / guest lectures from innovators and entrepreneurs. *JS

[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

Practice: Applied Knowledge and Understanding	**SCQF 9** Use of project management and presentation skills. Industry research.
Generic Cognitive skills	**SCQF 9** Identify and analyse routine professional problems and issues – day to day project management. Critical analysis, Judgement of outcomes versus numerical objectives
Communication, ICT and Numeracy Skills	**SCQF 9** Presentation of project final report. IT use / numerical content / negotiation and presentations skills.
Autonomy, Accountability and Working with Others	**SCQF 9** Autonomy and Initiative: Self-assessment / reflection on project outcomes. Project management skills. Team or associate interaction. Strategic decision making.

Prerequisites	**Module Code** MUSC09009	**Module Title** Music Enterprise Project 1
	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	10
Independent Study	40
Practice-based Learning	120
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:**

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	V2324

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Assignment (ASSIGN) A written report critically reflecting on the implementation of the music enterprise project including its successes and challenges. The report will also include feedback from two relevant industry professionals and a discussion of how this feedback was used. Word count : 3000 words Weighting : 75% *JS
Assessment 2
Presentation (PRES) A presentation outlining the music enterprise project, criticlly reflecting on the implementation of the music enterpirse project including its successes and challenges. 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 work	☒	☒	☒	☐	☐	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 UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/2023	D Taylor
General housekeeping to text across sections.	12/12/2023	D Taylor
Summary of Module, Learning Outcome 1 and 2, PDP 1, Indicative Resources and Assessment (wording only)	04/03/2025	J. Stynes
No Changes	**March 2026**	**J Stynes**