



Module Descriptor

Title	Music Industry Brief		
Session	2025/26	Status	
Code	MUSC11023	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Business and Creative Industries		
Module Co-ordinator	Paul McGeechan		
Summary of Module			
Music Industry Brief introduces students to the disciplines, conventions and professional requirements of delivering creative responses to set music briefs across a range of distinct areas of creative music practice .Offering discrete pathways for songwriters, performers, sound producers and creative entrepreneurs through a series of separate, focused assignment briefs the module will also offer a valuable overview of th eprofessional attributes required to build and sustain careers within an industry largely reliant on a community of self-employed, portfolio creatives. To this end the module will commence with a series of lectures focusing on: The portfolio career in practice Reading and challenging creative briefs Professional working practices / professional communication The module will then broaden to provide a blend of specific classes and workshops in the areas of songwriting, studio production and creative entrepreneurship, building a range of skills and specific professional attributes that support the completion of the Music Industry Brief. These skills include but are not limited to: Melody and lyric writing Arranging techniques Collaborative songwriting and studio practices Recording techniques Mixing techniques Musicianship Working with community groups Creative entrepreneurship Finally, the module will require students to engage with professional practice in evaluating a range of presentation modes and providing a summary critique of learning in the context of professional practice and academic discourse.			

Module Delivery Method	On-Campus¹ ☒	Hybrid² ☐	Online³ ☐	Work -Based Learning⁴ ☐		
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	Demonstrate knowledge of the scope, defining features and main areas of a specific and defined area of creative music practice
L2	Apply a range of skills and practices, a few of which are advanced and associated with creative practice informing a response to set professional briefs
L3	Use a range of approaches to critically analyse and evaluate creative music practice in a professional context
L4	
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 8 The ability to conceive creative music and music industry-focused ideas and to manipulate them in an inventive and individual way The ability to demonstrate discerning understanding of defined theories, concepts, principles and terminologies within professional creative music practice
Practice: Applied Knowledge and Understanding	SCQF 8 The ability to develop materials into well-formed and coherent creative responses. The ability to engage with a variety of music concepts through creative and technical projects or exercises.

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

Generic Cognitive skills	SCQF 8 Skills of research and exploration; gathering, synthesis and evaluation of evidence, including the ability to quote from and acknowledge written sources. The ability to plan, implement, evaluate and reflect critically on work in progress.
Communication, ICT and Numeracy Skills	SCQF 8 The ability to use analogue and digital equipment for creating and recording music. The ability to integrate performers with electronically generated sound The ability to convey complex information to a range of audiences and for a range of purposes within specific music practice
Autonomy, Accountability and Working with Others	SCQF 8 Ability to work independently and in isolation (ensuring continued individuality; building upon established technique; continuing research; ensuring personal welfare) Organisational skills.

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	9
Laboratory / Practical Demonstration / Workshop	27
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:

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Braheny, J. 2006. The Craft and Business of Songwriting. 3rd ed. Cincinnati, Ohio: Readers' Digest Books.

Higgins, L. 2012. Community Music: In Theory and Practice. Oxford: Oxford University Press

Huber D & Runstein R. 2013. Modern Recording Techniques. 8th Ed. Taylor Francis.

Owsinski B. 2013. The Mixing Engineers Handbook. 3rd Ed.

Scott, J.C., and Scott, D., 2017. 'The Portfolio Career in Practice', in Williams, J.A., and Williams, K. (eds) The Singer-Songwriter Handbook. New York City: Bloomsbury Academic.

NB Other pathway-specific texts will be added to the indicative resources.

(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 and Media
Moderator	Lauren Gilmour
External Examiner	J Crossley
Accreditation Details	JAMES

Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Submission of portfolio (80%) The portfolio will present the student's response to the set brief including any development work. The folio may take a variety of forms appropriate to the discrete set briefs. This assessment supports the learning within the module by focusing the creative response towards a completed 'creative statement' and supporting the adoption of professional development practices.

Assessment 2

Assessment 2 –

This assessment tests learning by requiring the student to replicate a professional pitching scenario in representing and evaluating their creative response to the set brief

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
	☒	☒	☐	☐	☐	80	27

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☒	☐	☐	20	9

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
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