Module Descriptor

Title	Music Performance And Professional Portfolio Development		
Session	2026/27	**Status**	
Code	MUSC10XXXX	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Paul McGeechan		

Summary of Module

This module aims to consolidate students' technical, creative, and professional skills, preparing them for the transition into the contemporary music industry as self-sufficient, critically aware artists. Students will engage with the following areas:

- Professional Identity Formation:

Students will develop an industry-ready Electronic Press Kit (EPK) that articulates their artistic brand, musical identity, and professional story. The process will encourage students to consider how they present themselves to industry stakeholders such as agents, promoters, labels, media, and audiences.

- Performance Practice and Event Management:

Students will develop and showcase their performance skills through the planning and recording of a solo or ensemble performance. This will take place in either a studio or a live setting, providing flexibility to suit artistic goals. Emphasis is placed on achieving a high production standard suitable for inclusion in an Electronic Press Kit (EPK), with consideration of audience, image, and industry expectations. Students will engage with both technical and creative aspects of recording, including pre-production planning, performance delivery, and post-production. The final output will support students' professional development and promotional activities within the music industry.

- Artistic Development and Critical Reflection:

Students will undertake a structured artistic development review, promoting self-awareness and critical thinking about their progress as performers and creative artists. Through reflection, they will identify strengths, areas for improvement, and formulate realistic goals for their future career paths.

- Industry Readiness and Entrepreneurial Mindset:

By synthesizing self-promotion, live performance, and reflective practice, students will be equipped to operate as independent professional artists. The module emphasizes the need for adaptability, entrepreneurial thinking, and proactive career management in an evolving music industry landscape.

- Collaborative and Independent Working Skills:

Students will work both independently and collaboratively, managing their own creative processes while also liaising with technical staff, collaborators, and audiences. This dual skillset will reinforce the professionalism required for successful career sustainability.

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) NCL	

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	Develop and document an understanding of branding and self-promotion
L2	Produce an artefact within a music performance context for self-promotion
L3	Analyse and reflect on the creative process, assessing strengths and areas for development through the lens of professional practice
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 10** Demonstrate and/or work with:

[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

	• Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject/discipline/sector. • A critical understanding of the principal theories, concepts and principles. • Detailed knowledge and understanding in one or more specialisms, some of which is informed by, or at the forefront of, a subject/discipline/sector. • Knowledge and understanding of the ways in which the subject/discipline/sector is developed, including a range of established techniques of enquiry or research methodologies.
Practice: Applied Knowledge and Understanding	**SCQF 10** Apply knowledge, skills and understanding: • In using a wide range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector. • In using a few skills, techniques, practices and/or materials that are specialised, advanced and/or at the forefront of a subject/discipline/sector. • In executing a defined project of research, development or investigation and in identifying and implementing relevant outcomes. • To practise in a range of professional level contexts that include a degree of unpredictability and/or specialism.
Generic Cognitive skills	**SCQF 10** • Critically identify, define, conceptualise and analyse complex/professional problems and issues. • Offer professional insights, interpretations and solutions to problems and issues. • Demonstrate some originality and creativity in dealing with professional issues. • Critically review and consolidate knowledge, skills, practices and thinking in a subject/discipline/sector. • Make judgements where data/information is limited or comes from a range of sources.
Communication, ICT and Numeracy Skills	**SCQF 10** Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector, for example: • Present or convey, formally and informally, information about specialised topics to informed audiences. • Communicate with peers, senior colleagues and specialists on a professional level. • Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose. • Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.
Autonomy, Accountability	**SCQF 10** • Exercise autonomy and initiative in professional/equivalent activities.

and Working with Others	• Exercise significant managerial responsibility for the work of others and for a range of resources. • Practise in ways that show awareness of own and others' roles and responsibilities. • Work, under guidance, in a peer relationship with specialist practitioners. • Work with others to bring about change, development and/or new thinking. • Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices. • Recognise the limits of these codes and seek guidance where appropriate.

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	16
Laboratory / Practical Demonstration / Workshop	20
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: Auslander, P. (2008). Liveness: Performance in a Mediatized Culture. Routledge. Beeching, A. M. (2010). Beyond Talent: Creating a Successful Career in Music. Oxford University Press. Cutler, D. (2010). The Savvy Musician: Building a Career, Earning a Living, & Making a Difference. Helius Press.

Green, B., and Gallwey, W. T. (1986). The Inner Game of Music. Pan Books.

King, M. (2009). Music Marketing: Press, Promotion, Distribution, and Retail. Berklee Press.

Marshall, L. (2013). The Business of Music: New Realities for the Music Industry. SAGE.

Siblin, E. (2015). Music Publicity Insider's Guide: How to Make the Best EPK and Press Release. Self-Published.

Taylor, E. W. (2017). Transformative Learning Theory: Research to Practice. Information Age Publishing.

Wikström, P. (2020). The Music Industry: Music in the Cloud (3rd Ed.). Polity Press.

(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	**Please select**
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	TBC
External Examiner	Leslie Gaston-Bird
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Focuses on the development of an Electronic Press Kit (EPK) for self-promotion (30%)
Assessment 2
Submission of an artefact from a solo or ensemble performance context that is in alignment with the EPK (60%)
Assessment 3
A professional presentation and discussion that contextualises the student's creative practices through a structured review process (10%)
(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**
Documentation	☒	☐	☐	☐	☐	30%	12

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Practical	☐	☒	☐	☐	☐	60%	20

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Review	☒	☒	☒	☐	☐	10%	4
Combined total for all components						100%	36 hours

Change Control

What	**When**	**Who**