



Module Descriptor

Title	Music: Professional & Creative Identity		
Session	2025/26	Status	
Code	MUSC10015	SCQF Level	10
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Business and Creative Industries		
Module Co-ordinator	C. Duffin		
Summary of Module			
The module requires students to investigate career development requirements and the function of entrepreneurship as a key driver within the creative and cultural industries. Students gain a practical understanding of the scale of employment within their chosen sector of employment and the key personality traits and characteristics of professionals working there. Combining this primary practical activity with readings and lectures from key music, creative/cultural industries and entrepreneurship texts, students will produce an analysis of the employment requirements of their sector along with a career development plan to enable them to progress to professional status. Specifically, students will: Explore a specific sector of the music industries relevant to their career aspirations and establish the scale of employment and its economic and fiscal value to the creative economy through academic and reflective analysis as well as practice-based research. Research existing practitioner(s) within the sector to identify key employment requirements / entrepreneurial opportunities / personality traits & characteristics Critically reflect on their own skills, abilities and experience via peer review (supervisor and students) to establish career requirements specific to themselves for entrepreneurial development / employment in chosen sector Negotiate with tutor to implement a professional career development plan to engage with potential employers / entrepreneurial opportunities in their chosen sector to effectively self-market and improve employment prospects.			

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	Explore a specific sector of the music industries relevant to their career aspirations and establish the scale of employment and its value to the creative economy through academic and reflective analysis as well as practice-based research
L2	Research existing practitioner(s) within the sector to identify key employment requirements / entrepreneurial opportunities / personality traits & characteristics
L3	Demonstrate an ability to effectively communicate (including peer review) and critically reflect upon your professional/creative practice with other creative industries professionals and with the public that is thematically / sector underpinned
L4	Implement a professional career development plan to engage with potential employers / entrepreneurial opportunities in their chosen sector to improve employment prospects
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 Knowledge which covers and integrates most of the principle areas or entrepreneurship. A critical understanding of entrepreneurial activity and its' value to the economy.

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 10 Execute a defined project of research, development or investigation and identify and implement relevant outcomes. Research into entrepreneurship as a concept and research of one entrepreneur in particular (research / case study).
Generic Cognitive skills	SCQF 10 Critical analysis of complex, professional level entrepreneurial activity, opportunities, obstacles and issues.
Communication, ICT and Numeracy Skills	SCQF 10 Presentation (using a wide range and some advanced / specialist skills) of researched entrepreneurial activity to informed / experienced audience (includes statistical analysis of economic environment and graphical representations of projections).
Autonomy, Accountability and Working with Others	SCQF 10 Work with others to bring about change, development and/or new thinking. Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices. Demonstrate considered autonomy in projected entrepreneurial activity. Present simultaneously conflicting argument (in favour and against projected entrepreneurial activity).

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	18
Tutorial / Synchronous Support Activity	9
Independent Study	9
Please select	164
Please select	

Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Allen, P. (2022) Artist Management for the Music Business: Manage your career in music: Manage the music careers of others. New York: Focal Press.

Dumbreck, A. & McPherson, G. (2015) Music Entrepreneurship London: Bloomsbury.

Everts, R., & Haynes, J. (2021) 'Taking care of Business: The routines and rationales of early-career musicians in the Dutch and British music industries', International Journal of Cultural Studies, pp. 24(5), 731-748. <https://doi.org/10.1177/13678779211004610>

Everts, R., Hitters, E., & Berkers, P. (2021). The working life of musicians: mapping the work activities and values of early-career pop musicians in the Dutch music industry. Creative Industries Journal, 15(1), 97-117. <https://doi.org/10.1080/17510694.2021.1899499>

Jones, R. & Heyman, L. (2021) Sound Advice (The Ultimate Guide to a Healthy and Successful Career in Music). London: Shoreditch Press

UK Music (2022) This is Music, London: UK Music.

(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:

Attending scheduled classes, engagement with Aula materials and timely submission of summative assessment.

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	A. Dumbreck
External Examiner	J. Crossley
Accreditation Details	JAMES and SMIA (the latter pending approval for Sept '25)
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 - Critical analysis (sector) (50%)
Assessment 2
Negotiated professional career development plan (50%)
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
	☒	☒	☐	☐	☐	50	18

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☒	☒	☐	50	18

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