Module Descriptor

Title	Solo Performance		
Session	2026/27	**Status**	
Code	MUSC09026	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	
School	**Business and Creative Industries**		
Module Co-ordinator	Rebecca Wallace		

Summary of Module

This module will develop and further enhance the student's ability on their chosen instrument or voice in a diverse range of styles.

Students will be required to work closely with their tutors to identify pieces at the suitable level and to perform those pieces at an appropriate point as agreed with the tutor. Where appropriate, stagecraft will be applied accordingly, dependant on the context; Students will evaluate performances in a suitable method.

This module will be challenging and hugely beneficial for students in developing a diverse range of key performance attributes in relation to their chosen instrument or voice and evaluating their performances.

This module will provide the student with an opportunity to focus on a particular genre and specialised area of performance and will be student focused. This will allow the student to achieve an understanding of the scope and defining features of this chosen area and an integrated knowledge of its main areas and boundaries.

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) 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	Identify, select, and programme a range of repertoire at an advanced level, suitable to the student's instrument or voice, setting an appropriate technical challenge
L2	Perform a range of pieces with technical command, in stylistically appropriate ways in the form of a recital showcase. Identify and deploy key aspects of stagecraft/presentation within the context of the selected repertoire.
L3	Critically evaluate and reflect on their own performances
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 9** Demonstrate and/or work with: • An understanding of the scope and defining features of the subject/discipline/sector, and an integrated knowledge of its main areas and boundaries. • A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector. • Knowledge of one or more specialisms that is informed by forefront developments.
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply knowledge, skills and understanding: • In using a 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 and/or advanced. • In practising routine methods of enquiry and/or research. • To practise in a range of professional level contexts that include a degree of unpredictability.

Generic Cognitive skills	**SCQF 9** • Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in the subject/discipline/sector. • Identify and analyse routine professional problems and issues. • Draw on a range of sources in making judgements.
Communication, ICT and Numeracy Skills	**SCQF 9** 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 on standard/mainstream topics in the subject/discipline/sector to a range of audiences. • Use a range of ICT applications to support and enhance work. • Interpret, use and evaluate numerical and graphical data to achieve goals/targets
Autonomy, Accountability and Working with Others	**SCQF 9** • Exercise autonomy and initiative in some activities at a professional level in practice. • Practice in ways that show awareness of own and others' roles and responsibilities. • Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and ethical codes of practices.

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. The module is designed to be delivered in a practical setting. It is possible for some mentoring meetings to be delivered online, but due to the highly practical nature of the unit, it is essential that practical spaces are utilised. Learning and teaching will comprise of. • Weekly lectures/practical workshops/individual lessons on chosen instrument/voice • Practical tasks with audio and visual examples. • Mentor meetings to discuss progress on assessment tasks • Independent research and preparation • Lecturer feedback and peer review

Students will perform the chosen material in the form of a recital showcase, towards the end of the academic year, which demonstrates their professional ability on their chosen instrument/voice.

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
Tutorial / Synchronous Support Activity	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:

Bruser, M., 2013. Art of Practicing. 1st ed. Random House US. *

Cashman, D. and Garrido, W., n.d. Performing popular music. 1st ed. *

Farnbach, R. and Farnbach, E., 2001. Overcoming performance anxiety. 1st ed. East Roseville, N.S.W.: Simon & Schuster. *

Klickstein, G., 2009. The musician's way. 1st ed. Oxford: Oxford University Press. *

Pitt, S., 2012. Rockschool Bass Grade 8 (2012-2018). Twickenham: Rockschool. *

Pitt, S., 2012. Rockschool guitar grade 8 (2012-2018), Twickenham: Rockschool. *

Pitt, S., 2012. Rockschool, Drums Grade 8 (2012-2018+. Twickenham: Rockschool. *

Pitt, S., 2014. Rockschool Female Vocals Grade 8 (2014-2017). Twickenham: Rockschool. *

Pitt, S., 2014. Rockschool Male Vocals Grade 8 (2014-2017). Twickenham: Rockschool. *

Powell, J., 2010. How music works. 1st ed. London: Particular Books. *

Taylor, E., 2012. The AB guide to music theory. London: ABRSM, The Associated Board of the Royal Schools of Music. *

Ziegler, M., n.d. The callback. 1st ed. *

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

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
On chosen instrument/voice, perform the selected and agreed pieces to a professional level, implementing appropriate stagecraft and presentation techniques. - 80%
Assessment 2
Critically evaluate the performances and document effectively. – 20%
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
Performance	☒	☒	☐	☐	☐	80	30

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Evaluation	☐	☐	☒	☐	☐	20	6

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

Change Control

What	When	Who
Updated MC & Moderator		