Module Descriptor

Title	Specialist Industry Project		
Session	2026/27	**Status**	
Code	MUSC09029	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	
School	**Business and Creative Industries**		
Module Co-ordinator	Jayne Stynes		

Summary of Module

This module provides students with an opportunity to undertake a self-devised creative individual project. The primary purpose of the module is to develop the students' knowledge, skills and network within their chosen specialist field.

The Specialist Project will be delivered in Semester 2, after the students have had the opportunity to develop their project management skills through the Collaborative Project in Semester 1.

Students will be required to design a complex market-facing project and complete a proposal in the form of a simulated funding application including:

- An executive summary of the project
- A CV detailing the students' existing profile in the music industries along with examples of previous work
- A case study of an existing music-related project
- Details of proposed project activities and outputs including a sustainability impact assessment
- Details of target market/demographics and reach of the project in terms of audience/participants/under-represented groups
- Details of collaborators and their role in the project
- A marketing and promotion plan
- A detailed budget including 'in kind' contributions
- A risk assessment

The project proposal will be submitted and considered by a panel consisting of academic staff and industry practitioners, after which written feedback will be given on the decision of the panel. The proposal will be approved (either unconditionally or with amendments) or rejected, after which the student will execute the project (or in the case of rejections submit a revised proposal).

Upon completion of the project, the student will submit documentation detailing their actual project activities and outcomes and undertake a viva voce with a panel to explain and justify their approach.

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	Demonstrate a thorough understanding of key aspects of the music industries and funding requirements in the design of a market-facing project
L2	Demonstrate a broad and integrated knowledge of project management techniques in the context of the music industries
L3	Demonstrate independent problem-solving skills
L4	Demonstrate critical analysis and reflection skills in the creation and selection of materials for submission along with a thorough knowledge of a specialist area within the music industries
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:**

[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 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 delivered through a series of lectures, workshops and tutorial activities focussing on a diverse range of creative practices in the music industries, with particular focus on the planning and execution of complex multi-faceted creative projects. A range of specialist workshops focussing on specific specialisms will be facilitated by lecturing staff with input from industry professionals. Individual students will be supervised and mentored by a named lecturer contact who will facilitate tutorial sessions to support individuals in the realisation of their projects.

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	16
Personal Development Plan	4
Independent Study	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: Reading: Davies, R. and Sigthorsson, G., 2013. Introducing the creative industries: From theory to practice. Sage. Dumbreck, A. & McPherson, G., 2015. Music Entrepreneurship. London: Bloomsbury Els, G., Mawer, V., Reed, I., Pielichaty, H., 2016. Events Project Management. United Kingdom: Taylor & Francis. Heagney, J., 2016. Fundamentals of project management. Amacom. Schwalbe, K., 2009. Introduction to project management. Boston: Course Technology Cengage Learning. Web-based Resources:

https://www.creativescotland.com/ https://www.smia.org.uk/ https://prsfoundation.com/ https://www.bpi.co.uk/ https://www.ons.gov.uk/ https://statistics.gov.scot/home https://www.hse.gov.uk/
(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

Project Proposal (40%)

Students will submit and present to a panel a project proposal consisting of:

- An executive summary of the project
- A CV detailing the students' existing profile in the music industries along with examples of previous work
- A case study of an existing music-related project
- Details of proposed project activities and outputs including a sustainability impact assessment
- Details of target market/demographics and reach of the project in terms of audience/participants/under-represented groups
- Details of collaborators and their role in the project
- A marketing and promotion plan
- A detailed budget including 'in kind' contributions
- A risk assessment

Assessment 2

Viva Voce (60%)

Students will prepare and submit documentation detailing their actual project activities and outcomes. The nature of the documentation will be determined by the student in agreement with their project supervisor. The submission will be reviewed by a panel and the students will undertake a viva voce with the panel, responding to a series of questions on the project, some of which will be generic and communicated in advance, whilst others will be specific to the students' project and submitted documentation

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
Proposal	☒	☒	☐	☐	☐	40	12

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of practical work and presentation	☐	☒	☒	☒	☐	60	24

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