

University of the West of Scotland

Local Music Scenes - Module Descriptor

Session: 202425

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| Title of Module: Local Music Scenes | | | |
| Code: MUSC07001 | SCQF Level: 7 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School: | School of Business and Creative Industries | | |
| Module Co-ordinator: | Rebecca Wallace | | |
| Summary of Module | | | |
| <p>This module will ask students to the research and evaluate the Scottish Music Scene and implement a project that focused within this area. The module introduces students to basic survey and documentary research methods and helps develop a critical approach to information analysis and project evaluation. The students work within teams to identify a project / activity that will run within the context of the Scottish Music Scene. The student groups present the outcomes of the activity whilst reflecting upon their actions and bringing this material together as a portfolio of work. The module aims to develop and apply effective team-work management and entrepreneurial strategies while broadening students understanding of the Scottish Music Scenes and opportunities within them.</p> <p>The delivery will be focused around.</p> <ul style="list-style-type: none"> • Lectures • Workshops • Group project work <p>To introduce students to the concept of a local music scene. To support students in developing networks within their particular locale (either a Scottish Music Scene, or a local equivalent at partner institution) To give students the experience of developing a public-facing project specific to their local music scene To introduce students to basic survey and documentary research methods</p> | | | |

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| Module Delivery Method | | | | | |
| Face-To-Face | Blended | Fully Online | HybridC | Hybrid 0 | Work-Based Learning |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| See Guidance Note for details. | | | | | |

| Campus(es) for Module Delivery | | | | | | |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|---------------------------|--------------------|
| The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate) | | | | | | |
| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Bari/Rome Add name |

| Term(s) for Module Delivery | | | | | |
|---|-------------------------------------|--------|--------------------------|--------|--------------------------|
| (Provided viable student numbers permit). | | | | | |
| Term 1 | <input checked="" type="checkbox"/> | Term 2 | <input type="checkbox"/> | Term 3 | <input type="checkbox"/> |

| Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to: | |
|--|--|
| L1 | Understand the concept of a music scene in terms of its social, cultural, political, economic, and geographic qualities |
| L2 | Identify and discuss key structural and cultural elements of local music scenes |
| L3 | Develop a creative response to key issues in local music in the form of a public facing event, artefact, or other appropriate output |
| 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 Level 7: <ul style="list-style-type: none"> Understanding the nature of commercial and community-based music provision across Scotland. Understanding the nature of small business operations within music in Scotland. Understanding communication theories as they relate to group dynamics |
| Practice: Applied Knowledge and Understanding | SCQF Level 7: <ul style="list-style-type: none"> Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources |

| | | |
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| Generic Cognitive skills | SCQF Level 7. <ul style="list-style-type: none"> Giving reasoned opinions, bringing together information from a variety of sources, including academic research publications. | |
| Communication, ICT and Numeracy Skills | SCQF Level 7. <ul style="list-style-type: none"> Articulate ideas and information comprehensibly in visual, oral and written forms. | |
| Autonomy, Accountability and Working with others | SCQF Level 7. <ul style="list-style-type: none"> Communicating effectively and appropriately in speech and writing Interpreting complex primary and secondary materials Making effective use of information retrieval systems and use IT applications to present documents in an appropriate form. Systematically identifying and addressing their own learning needs in both current and new areas. | |
| Pre-requisites: | Before undertaking this module the student should have undertaken the following: | |
| | Module Code: | Module Title: |
| | Other: | |
| Co-requisites | Module Code: | Module Title: |

*Indicates that module descriptor is not published.

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| Learning and Teaching | |
| <p>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.</p> <p>Teaching activities: Lectures / workshops to facilitate students forming teams to devise and realise a small project activity. Group research and other activities with peer and staff feedback sessions. The teaching will include support lecture & workshops given by library staff and learning Innovation staff including Harvard referencing.</p> | |
| <p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p> | <p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p> |

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|---------------------------------------|-----------------|
| Lecture/Core Content Delivery | 24 |
| Tutorial/Synchronous Support Activity | 12 |
| Independant study | 164 |
| | Hours Total 200 |

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Baym, N.K. (2018) *Playing to the crowd: Musicians, audiences, and the intimate work of connection*. New York: NYU Press.

Bennett, A. and Peterson, R., eds. (2004) *Music Scenes: Local, Translocal and Virtual*. Nashville: Vanderbilt University Press.

Dumbreck, A and McPherson G. (2015) *Music Entrepreneurship*. Bloomsbury Methuen Drama

Jones, E. (2020) *DIY Music and the Politics of Social Media*. London: Bloomsbury

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

Klein, B (2020) *Selling Out: Culture, Commerce and Popular Music*. London: Bloomsbury

Meier, L.M (2017) *Popular Music as promotion: Music and branding in the digital age*. London: John Wiley & Sons

Thompson, E. (2020) 'Three Rural Scottish Music Scenes – An Ethnographic Study', *Popular Music and Society*, 43(4), 389-400

Williamson, J., Cloonan, M. and Frith, S. (2003) *Mapping the Music Industry in Scotland: A Report*. Glasgow: Scottish Enterprise.

Attendance and Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: You will get more out of the module if you attend all classes. In this instance, you are expected to engage with both elements of every weekly class. Students will be expected to meet the following minimum thresholds for engagement during academic year 2022- 23• Regular engagement with their Virtual Learning Environment (Aula in the case of this module) as evidence by an average of 3 engagements per week and monitored via appropriate learner analytics within Aula. • Attendance at 75% of live ('synchronous') class activities, online or face to face, with

attendance taken in each class and recorded by academic staff via Self-Service Banner. • Engagement and submission of all assessments unless non-submission is supported by submission of an Extenuating Circumstances Statement (ECS).

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

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| Divisional Programme Board | Arts & Media |
| Assessment Results (Pass/Fail) | No <input checked="" type="checkbox"/> |
| School Assessment Board | Arts and Media |
| Moderator | Dr Iain Taylor |
| External Examiner | R Nowak |
| Accreditation Details | JAMES |
| Changes/Version Number | 1:1 |

Assessment: (also refer to Assessment Outcomes Grids below)

Students will undertake a project relating to their local music scene. The format of the project is negotiable and must be approved by the module coordinator. Upon completion of this project, students will produce a portfolio of work which documents the development and implementation of their project and reflects upon the outcomes.

Assessment (100%) Portfolio of Written Work

(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.)

Assessment Outcome Grids (See Guidance Note)

| Component 1 | | | | | | | |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| | x | x | x | | | 100 | 36 |

| What | When | Who |
|---|-------------|------------|
| Further guidance on aggregate regulation and application when completing template | 16/01/2020 | H McLean |
| Updated contact hours | 14/09/21 | H McLean |
| Updated Student Attendance and Engagement Procedure | 19/10/2023 | C Winter |
| Updated UWS Equality, Diversity and Human Rights Code | 19/10/2023 | C Winter |
| Guidance Note 23-24 provided | 12/12/23 | D Taylor |
| General housekeeping to text across sections. | 12/12/23 | D Taylor |

Version Number: MD Template 1 (2023-24)