

University of the West of Scotland

Module Descriptor

Session: 202324

Title of Module: Commercial Music Strategies			
Code: MUSC08010	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Jayne Stynes		
Summary of Module			
<p>The student sets up a hypothetical music company working through every step necessary to complete a fiscal “year”. Beginning with an initial strategy the student progresses their company in an accelerated time frame (one fiscal year completed in the 12 weeks of one trimester). This includes company registration, identifying accommodation, lawyer, accountant, business associates, suppliers and clients, completing one year of business with a set of final accounts. Student also has to undertake a negotiation exercise and complete a final report.</p> <p>CMS delivers team skills: negotiation skills, industry research skills and self-employment and business start- up skills to a higher level.</p> <p>The student will hypothetically manage the career of a real act or artist by completing a series of development tasks towards a record release.</p> <p>The student has weekly tasks to complete utilising real industry facilities and agents researching real industry prices to gain realistic knowledge of artist development.</p>			

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"/>	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	Research, identify and analyse an entrepreneurial / innovative strategy to compete within a changing business environment.
L2	Undertake a series of hypothetical business activities including financial recording and negotiated agreement within a changing business environment.
L3	Demonstrate personal interaction ability in negotiation leading to an agreement.
L4	Undertake critical analysis and evaluation including reflection on actions, decision making and outcomes in a practical context including self-analysis for a final report.

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 8 A broad knowledge of the management and functions of a music company. Music business research.
Practice: Applied Knowledge and Understanding	SCQF Level 8 Use of a range of routine skills including negotiation skills, project management, Industry research.
Generic Cognitive skills	SCQF Level 8 Undertake critical analysis / evaluation including reflection on actions / outcomes, decision making in practical context, self-analysis within final report.

Communication, ICT and Numeracy Skills	SCQF Level 8 Negotiations exercise (conveying complex information). IT use / numerical content / negotiation and presentations skills (use and evaluation of numerical and graphical data).	
Autonomy, Accountability and Working with others	SCQF Level 8 Autonomy and initiative: Self-assessment / reflection on project outcomes. Project management skills. Team or associate interaction. Strategic decision making.	
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.

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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Tutorial/Synchronous Support Activity	4
Practice Based Learning	110
Independent Study	50
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Arden, D (2021) *Win Win: How to Get a Winning Result from Persuasive Negotiations*. Pearson education, Harlow, UK.

Harrison, A. (2018) *Music: The Business*. London, Virgin.

IFPI (2019) *Global Music Report*. London: IFPI

Passman, D. (2020) *All You Need to Know About the Music Business*. New York; RosettaBooks.

Riches, N. (2012) *The Music Management Bible*. London: SMT

UK Music (2019) *Music by Numbers*

(*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:

As stated above.

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

Divisional Programme Board	Arts & Media
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input type="checkbox"/>
School Assessment Board	Arts & Media
Moderator	Jim Prime
External Examiner	R Nowak
Accreditation Details	JAMES (Joint Audio Media Education Support)
Changes/Version Number	3.06

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 Strategy Report

Word count: 2500 words

Weighting : 75%

Assessment 2 Negotiations exercise

Word count: NA (3 x 10 minute negotiations)

Weighting : 25%

(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
Report	X	X		X		75%	36

Component 2							
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
Presentation			X			25%	4
Combined Total for All Components						100%	40 hours

Change Control:

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)