University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Creating and Producing an Act			
Code: MUSC08013	**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:	Jim Prime		

Summary of Module
The student works within a team to identify a market niche for a performing act. The team then creates, produces and promotes a performing act to meet the criteria of the niche and across a wide range of media. The act creates two recordings and online promotional material. The student completes a final report and the team present the recorded material and discuss the project outcomes reflecting on their actions. The module is designed to combine most elements of study to date within the Commercial music degree such as Live performance, Online Promotion, Music Industry Brief, Recording for media 1, Local Music Scenes, and Introduction to the Music Industries.   Students are given the possibility of working collaboratively with other programmes in the school, notably Broadcast Production (T.V and Radio) giving them a unique experience.Students also run an open day where they seek feedback from the public. Students are encouraged to engage in further extra curricula such as releasing their recordings and performing live outwith the module requirements in order that they understand and develop the opportunities provided both in career and PDP terms. This module is viewed as a destination module utilising a range of skills gained from across the curriculum.   Analyse current music trends with a view to creating an act/artist   Design and implement a marketing/promotional campaign for eventual release of single/lead track (photos, flyers, stickers, badges, press kit)   Write record and produce two songs with lyrics   Work collaboratively with aim to promote act to the general public in the form of a release and promotional campaign

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☐	☐	☐	☐
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:
☐	☒	☐	☐	☐	☐	Roma / Bari (TNE)

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

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	Demonstrate an effective marketing strategy across a variety of media platforms for a performance act and associated recorded material
L2	Devise a performance and production concept to fulfil market opportunity
L3	Assume an effective role(s) within a team and exercise some initiative and independence in carrying out defined activities

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 of a performing act. Detailed knowledge of one aspect of that activity
Practice: Applied Knowledge and Understanding	SCQF Level **8** Range of possible skills including songwriting, performance, artist management, audio recording and event management skills.
Generic Cognitive skills	SCQF Level **8** Critical analysis / evaluation including decision making in practical context, self-analysis within final report
Communication, ICT and Numeracy Skills	SCQF Level **8** Use of routine skills including skills specific to role selected. IT use / numerical content / negotiation and presentations skills

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	30
Laboratory/Practical Demonstration/Workshop	6
Independent Study	164
	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:

IFPI. 2016. Global Music Report. [Online] http://ifpi.org/news/IFPI-GLOBAL-MUSIC-REPORT-2016. [Accessed 12 February 2016.]

Passman, D.(2014) All you need to know about the Music Business 8th ed. London:

Penguin. BBC Sounds online

Music Week.

Statista.com

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

Attendance and engagement with all scheduled in-person and independent learning activities

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 ☐No ☒
School Assessment Board	Arts & Media
Moderator	David Scott
External Examiner	J. Crossley
Accreditation Details	JAMES
Changes/Version Number	4

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 – Live Performance (20%)
Assessment 2 – Group Presentation/Portfolio (20%)
Assessment 3 – Individual Report (60%)
(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
Performance/ Studio work/ Placement/ WBL/ WRL assessment	X					20	15

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
Portfolio of practical work		X				20	30

Component 3							
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
Essay			X			600	15

Combined Total for All Components	**100%**	**60 hours**