University of the West of Scotland

Module Descriptor

Session: 2425

Title of Module: Music Industry Brief			
Code: MUSC08021	**SCQF Level: 8** Choose an item. **(Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business and Creative Industries		
Module Co-ordinator:	Paul McGeechan		

Summary of Module

Music Industry Brief introduces students to the disciplines, conventions and professional requirements of delivering creative responses to set music briefs across a range of distinct areas of creative music practice .Offering discrete pathways for songwriters, performers, sound producers and creative entrepreneurs through a series of separate, focused assignment briefs the module will also offer a valuable overview of th eprofessional attributes required to build and sustain careers within an industry largely reliant on a community of self-employed, portfolio creatives. To this end the module will commence with a series of lectures focusing on:

The portfolio career in practice
Reading and challenging creative briefs
Professional working practices / professional communication

The module will then broaden to provide a blend of specific classes and workshops in the areas of songwriting, studio production and creative entrepreneurship, building a range of skills and specific professional attributes that support the completion of the Music Industry Brief. These skills include but are not limited to:

Melody and lyric writing
Arranging techniques
Collaborative songwriting and studio practices
Recording techniques
Mixing techniques
Musicianship
Working with community groups
Creative entrepreneurship

Finally, the module will require students to engage with professional practice in evaluating a range of presentation modes and providing a summary critique of learning in the context of professional practice and academic discourse.

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:
☐	☒	☐	☐	☐	☐	Add name

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 knowledge of the scope, defining features and main areas of a specific and defined area of creative music practice
L2	Apply a range of skills and practices, a few of which are advanced and associated with creative practice informing a response to set professional briefs
L3	Use a range of approaches to critically analyse and evaluate creative music practice in a professional context
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

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** The ability to conceive creative music and music industry-focused ideas and to manipulate them in an inventive and individual way The ability to demonstrate discerning understanding of defined theories, concepts, principles and terminologies within professional creative music practice
Practice: Applied Knowledge and Understanding	SCQF Level **8**

	The ability to develop materials into well-formed and coherent creative responses. The ability to engage with a variety of music concepts through creative and technical projects or exercises.	
Generic Cognitive skills	SCQF Level **8** Skills of research and exploration; gathering, synthesis and evaluation of evidence, including the ability to quote from and acknowledge written sources.The ability to plan, implement, evaluate and reflect critically on work in progress.	
Communication, ICT and Numeracy Skills	SCQF Level **8** The ability to use analogue and digital equipment for creating and recording music. The ability to integrate performers with electronically generated sound The ability to convey complex information to a range of audiences and for a range of purposes within specific music practice	
Autonomy, Accountability and Working with others	SCQF Level **8** Ability to work independently and in isolation (ensuring continued individuality;building upon established technique; continuing research; ensuring personal welfare)Organisational skills.	
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 and teaching in this module commences with a series of general contextualising lectures before splitting to provide specific workshops related to briefs set in three distinct areas. Students will choose to respond to a specific brief and will then be required to attend the relevant workshops. Workshops will variously consist of: • Collaborative songwriting tasks, performances, and written tasks • Studio production workshops, recording and mixing sessions• Community-based / social enterprise workshops and case studies Students will have the opportunity to receive feedback on assessment work in progress in classes and workshops.

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	9
Laboratory/Practical Demonstration/Workshop	27
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	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:

Braheny, J. 2006. The Craft and Business of Songwriting. 3rd ed. Cincinnati, Ohio: Readers' Digest Books.

Higgins, L. 2012. Community Music: In Theory and Practice. Oxford: Oxford University Press

Huber D & Runstein R. 2013. Modern Recording Techniques. 8th Ed. Taylor Francis.

Owsinski B. 2013. The Mixing Engineers Handbook. 3rd Ed.

Scott, J.C., and Scott, D., 2017. 'The Portfolio Career in Practice', in Williams, J.A., and Williams, K. (eds) The Singer-Songwriter Handbook. New York City: Bloomsbury Academic.

NB Other pathway-specific texts will be added to the indicative resources.

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:

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 and Media
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Arts and Media
Moderator	Lauren Gilmour
External Examiner	J Crossley
Accreditation Details	JAMES
Changes/Version Number	1.03

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 –
Submission of portfolio (80%) The portfolio will present the student's response to the set brief including any development work. The folio may take a variety of forms appropriate to the discrete set briefs. This assessment supports the learning within the module by focusing the creative response towards a completed 'creative statement' and supporting the adoption of professional development practices.

Assessment 2 –
This assessment tests learning by requiring the student to replicate a professional pitching scenario in representing and evaluating their creative response to the set brief

Assessment 3 – Free Text

(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							
Assessme nt Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetable d Contact Hours**
	X	X				80	27

Component 2							
Assessme nt Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetable d Contact Hours**
			X			20	9

Component 3							
Assessme nt Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetable d Contact Hours**
Combined Total for All Components						**100%**	**36 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)