

University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Creative Music Product Design			
Code: MUSC09009	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Allan Dumbreck		
Summary of Module			
<p>Researching, devising and designing a creative music project. This includes researching and planning a project development proposal, analysis of case studies and the application of creative techniques to music and creative industries. The student will then write a professional creative business plan in their chosen sector of music projecting creative content, timescale, finances, legal concerns and numerical objectives. Finally the student will present their research and negotiate on further requirements to gain approval to manifest the proposed project.</p> <ul style="list-style-type: none"> The student researches the existing music environment to identify a project opportunity which will have commercial or career-enhancing significance. The student will develop a creative business proposal addressing creative content, timescale, finances, legal concerns and numerical objectives and present the concept. 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>HybridC Online with mandatory face-to-face learning on campus</p> <p>Hybrid0 Online with mandatory face-to-face learning on campus</p>					

Fully Online Work-based learning

Learning activities where the main location for the learning experience is in the workplace

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 checked="" type="checkbox"/>	TNE Italy

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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	Use creativity techniques and music product design and development skills to creatively analyse the existing music marketplace and identify product opportunities.
L2	Demonstrate detailed knowledge of recent commercial music product developments to devise and design a music product to meet criteria of marketplace opportunity.
L3	Demonstrate critical analysis in the assessment of case study material.
L4	Utilise a broad and integrated knowledge and understanding of the scope, main areas and boundaries of creativity techniques and music product design in the development of a music project proposal document.
L5	Demonstrate the use of project management and presentation skills in a proposal presentation.

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)	<p>SCQF Level 9</p> <p>A broad and integrated knowledge and understanding of the scope, main areas and boundaries of creativity techniques and music product design.</p> <p>Detailed knowledge of recent commercial music product developments with case studies / guest lectures from innovators and entrepreneurs.</p>

Practice: Applied Knowledge and Understanding	SCQF Level 9 Use of creativity techniques and music product design and development skills. Industry research. Design music product for projected but unpredictable future success.	
Generic Cognitive skills	SCQF Level 9 Case study / critical analysis. Judgement and selection of project from ideas generated.	
Communication, ICT and Numeracy Skills	SCQF Level 9 Presentation of project proposal. IT use / numerical content / negotiation and presentations skills.	
Autonomy, Accountability and Working with others	SCQF Level 9 Taking responsibility for the work of others and a range of resources. 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
Tutorial/Synchronous Support Activity	6
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)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>De Bono, E. (2022) Serious Creativity, HarperCollins, London</p> <p>Dumbreck, A. and McPherson, G. (2016) Music Entrepreneurship, Bloomsbury, London</p> <p>MMF Code of Practice - https://themmaf.net/about/code-of-practice/</p> <p>UK Music (2023). This is Music. London : UK Music – available at https://www.ukmusic.org/research-reports/this-is-music-2023/</p> <p>Note: Sources specific to the individual nature of each student project will also be required.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
<p>(*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)</p>	
Attendance and Engagement Requirements	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>For the purposes of this module, academic engagement equates to the following: Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations,</p>	

Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

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 checked="" type="checkbox"/>
School Assessment Board	Arts & Media
Moderator	David Scott
External Examiner	J Crossley
Accreditation Details	JAMES
Changes/Version Number	V2324

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 - Proposal / Case study

Word count : 3000 words

Weighting : 75%

Assessment 2 - Presentation

Word count : NA (15 minute presentation)

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
Case Study	✓	✓	✓	✓		75	30

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					✓	25	10
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)