University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Advanced Music Production (MUSC 09013)			
Code:	**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
Implementation of a creative music project to achieve pre-defined objectives. Reflective report and presentation to establish analytical skills. Demonstrating evidence of entrepreneurial / project management abilities and business development skills. Tutorials and seminars to discuss progress and resolve difficulties. Final report comprises legal, financial and time-management examination including reflective self-analysis of actual project outcomes versus original numerical objectives as self-devised prior to outset. Presentation of final report to discuss/explain outcomes.   • Primary purpose is to allow the student to develop project management abilities in the Creative Industries and prepare for an entrepreneurial portfolio career.   • Student implements previously-researched self-devised project concept to meet pre-defined numerical objectives and reflects on industry feedback and outcomes.   • Student analyses financial, legal and time-management aspects of work and reflects upon entrepreneurial abilities and project management skills.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☒	☐	☐	☐

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.

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.

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

HybridC
Online with mandatory face-to-face learning on campus

HybridO
Online with mandatory face-to-face learning on campus

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:
☐	☒	☐	☐	☐	☒	TNE Italy

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	Manage and develop an ongoing music project, identifying and analysing routine professional problems and issues as core activities.
L2	Demonstrate critical reflective analysis including the judgement of outcomes versus numerical objectives
L3	Utilise a broad and integrated knowledge and understanding of music industry project management in the presentation of the project final report.
L4	Demonstrate the use of project management and presentation skills in a final 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)	SCQF Level **9** A broad and integrated knowledge and understanding of the scope, main areas and boundaries of creativity techniques and music product design. Detailed knowledge of recent commercial music product developments with case studies / guest lectures from innovators and entrepreneurs.

Practice: Applied Knowledge and Understanding	SCQF Level **9** Use of project management and presentation skills. Industry research.
Generic Cognitive skills	SCQF Level **9** Identify and analyse routine professional problems and issues – day to day project management. Critical analysis, Judgement of outcomes versus numerical objectives.
Communication, ICT and Numeracy Skills	SCQF Level **9** Presentation of project final report. IT use / numerical content / negotiation and presentations skills.
Autonomy, Accountability and Working with others	SCQF Level **9** 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: MUSC09009	**Module Title:** Creative Music Product Design
	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	10
Independent Study	40
Practice Based Learning	120

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:

De Bono, E. (2022) Serious Creativity, HarperCollins, London

Dumbreck, A. and McPherson, G. (2016) Music Entrepreneurship, Bloomsbury, London

MMF Code of Practice - https://themmf.net/about/code-of-practice/

UK Music (2023). This is Music. London : UK Music – available at https://www.ukmusic.org/research-reports/this-is-music-2023/

Note: Sources specific to the individual nature of each student project will also be required.

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:

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,

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 ☐No ☒
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 – Final report 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)**		**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
	✓	✓	✓			75	30

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**		**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
				✓		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)