

## University of the West of Scotland

## Module Descriptor

Session: 2024-25

<b>Title of Module: Music: Professional &amp; Creative Identity</b>			
<b>Code: MUSC10015</b>	<b>SCQF Level: 10 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business and Creative Industries		
<b>Module Co-ordinator:</b>	Clare Duffin / Allan Dumbreck		
<b>Summary of Module</b>			
<p>This module requires students to investigate career development requirements and the function of entrepreneurship as a key driver within the creative and cultural industries. Students gain a practical understanding of the scale of employment within their chosen sector of employment and the key personality traits and characteristics of professionals working there.</p> <p>Combining this primary practical activity with readings and lectures from key music, creative/cultural industries and entrepreneurship texts, students will produce an analysis of the employment requirements of their sector along with a career development plan to enable them to progress to professional status.</p> <p>Specifically, students will:</p> <p>Explore a specific sector of the music industries relevant to their career aspirations and establish the scale of employment and its economic and fiscal value to the creative economy through academic and reflective analysis as well as practice-based research.</p> <p>Research existing practitioner(s) within the sector to identify key employment requirements / entrepreneurial opportunities / personality traits &amp; characteristics</p> <p>Critically reflect on their own skills, abilities and experience via peer review (supervisor and students) to establish career requirements specific to themselves for entrepreneurial development / employment in chosen sector</p> <p>Negotiate with tutor to implement a professional career development plan to engage with potential employers / entrepreneurial opportunities in their chosen sector to effectively self-market and improve employment prospects.</p>			
<b>Module Delivery Method</b>			

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"/>
<b>See Guidance Note for details.</b>					

Campus(es) for Module Delivery						
The module will <b>normally</b> 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		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	Explore a specific sector of the music industries relevant to their career aspirations and establish the scale of employment and its value to the creative economy through academic and reflective analysis as well as practice-based research
L2	Research existing practitioner(s) within the sector to identify key employment requirements / entrepreneurial opportunities / personality traits & characteristics
L3	Demonstrate an ability to effectively communicate (including peer review) and critically reflect upon your professional/creative practice with other creative industries professionals and with the public that is thematically / sector underpinned

L4	Implement a professional career development plan to engage with potential employers / entrepreneurial opportunities in their chosen sector to improve employment prospects
L5	Click or tap here to enter text.
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>10</b> Knowledge which covers and integrates most of the principle areas or entrepreneurship. A critical understanding of entrepreneurial activity and its' value to the economy.
Practice: Applied Knowledge and Understanding	SCQF Level <b>10</b> Execute a defined project of research, development or investigation and identify and implement relevant outcomes.  Research into entrepreneurship as a concept and research of one entrepreneur in particular (research / case study).
Generic Cognitive skills	SCQF Level <b>10</b> Critical analysis of complex, professional level entrepreneurial activity, opportunities, obstacles and issues.
Communication, ICT and Numeracy Skills	SCQF Level <b>10</b> Presentation (using a wide range and some advanced / specialist skills) of researched entrepreneurial activity to informed / experienced audience (includes statistical analysis of economic environment and graphical representations of projections).
Autonomy, Accountability and Working with others	SCQF Level <b>10</b> Work with others to bring about change, development and/or new thinking. Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices. Demonstrate considered autonomy in projected entrepreneurial activity. Present simultaneously conflicting argument (in favour and against projected entrepreneurial activity)
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:

	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
Tutorial/Synchronous Support Activity	9
Personal Development Plan	9
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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

Allen, P. (2022) *Artist Management for the Music Business: Manage your career in music: Manage the music careers of others*. New York: Focal Press.

Dumbreck, A. & McPherson, G. (2015) *Music Entrepreneurship* London: Bloomsbury.

Everts, R., & Haynes, J. (2021) 'Taking care of Business: The routines and rationales of early-career musicians in the Dutch and British music industries', *International Journal of Cultural Studies*, pp. 24(5), 731-748. <https://doi.org/10.1177/13678779211004610>

Jones, R. & Heyman, L. (2021) *Sound Advice* (The Ultimate Guide to a Healthy and Successful Career in Music). London: Shoreditch Press

UK Music (2022) *This is Music*, London: UK Music.

(\*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:

Attending scheduled classes, engagement with Aula materials and timely submission of summative assessment.

### **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**

<b>Divisional Programme Board</b>	Arts & Media
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Arts & Media
<b>Moderator</b>	Jayne Stynes
<b>External Examiner</b>	J Crossley
<b>Accreditation Details</b>	JAMES
<b>Changes/Version Number</b>	

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>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). <b>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.</b> 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. <a href="#">Click or tap here to enter text.</a></p>
Assessment 1 - Critical analysis (sector) (50%)
Assessment 2 - Negotiated professional career development plan (50%)
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

## 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
Review/ Article/ Critique/ Paper	✓	✓					

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
			✓	✓			

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
<b>Combined Total for All Components</b>						<b>100%</b>	<b>36 hours</b>

**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)