UNIVERSITY OF HULL

Application for Programme Validation
Collaborative Provision
MODULE SPECIFICATION

A	GENERAL INFORMATION
	Please complete a module specification for each module included in this application for validation of provision
1	**Module Title**
	Professional Skills 2
2	**Module Code** *(if known)*
	TBC
3	**Module Level**
	6
4	**Programme** *(the home programme for this module)*
	BA Voice (Performance & Pedagogy)
5	**Credit Value**
	20
6	**Module Leader** *(name and email)*
	Anna Uhuru a.uhuru@lcm.ac.uk
7	**Predicted Number attending Module** *Note:* • *Please detail if there is a maximum number of students per module and if so, why.* • *The use of optional modules should be clearly linked to the number of students taking the module.* • *For optional modules, please state the minimum number of students required for viability and equitable student experience.*
	30
8	**Trimester** *(Please tick as many as appropriate)*

Trimester 1 – T1	
Trimester 2 – T2	✓
Trimester 3 – T3	

9	**Module Delivery Mode** *(Please tick as many as appropriate)*

Face to Face	✓	Online		Collaborative	
Blended	✓	Distance Taught		Placement	
				Year/Trimester Abroad	

10	**Mandatory Constraints** *(e.g. Disclosure and Barring Service Check)*

	N/A

B MODULE DESIGN

For further information please refer to the UoH Quality and Standards webpages – 'Curriculum Design' under the 'Programme Development and Management' heading.

11	**Module Indicative Content** *Please outline the key themes and topics to be included in this module. Please consider the diversity of perspectives that are being presented (e.g. non-European, Black Asian and Minority Ethic, LGBTQ).*
	This module will continue to develop the students' understanding across a range of essential professional skills in relation to voice practice and the music industry more widely. The module also aims to contextualise the use of the voice within a variety of cultures, art forms and vocational disciplines. Students will develop skills and understandings that are required for the development of a business venture and the module will information with respect to an understanding of business start-up within the creative industries. It will therefore address business planning elements such as writing a business plan, strategic plan, market research techniques and the financial aspects of establishing and running a business. The examination of key principles of marketing, promotion and branding as they relate specifically to the music and educational industries with also be explored. In addition, students will evaluate the social, cultural and ethical implications of marketing and branding within the creative and education industries. This module will also allow students to examine the ways vocal performers can explore professional opportunities in relation to spoken voice and voice acting. They will examine a range of vocational avenues, such as narration, overdubbing, podcasts/radio, commercials and spoken word performance. Students will explore the relevant voice techniques employed and examine the business and creative frameworks and processes related to a range of professional scenarios. Students will also be provided with an introduction into the work of speech and language therapists. Topics such as the structure of language and how speech sounds are expressed, anatomy and the psychology behind our development will be explored. Students will get the chance to focus more deeply and apply theoretical knowledge by looking at case studies of adults and children who may have language, speech, fluency, voice or communication disorders. The module will examine how speech and language therapists work with their clients to identify problems and the methods they use to help them Improve.
12	**Rationale** *Please explain the rationale for including the module in the programme, including how it fits with other modules and the overall programme.*
	The module is centred around the student's primary discipline, looking at multiple factors that contribute to a skill set supporting the development of a broader, industry focused set of professional attributes. It will guide students towards appropriate and effective business models to enable them to evolve their skill sets into a professional enterprise. The module also places emphasis on developing advanced skills related to the student's core study through the introduction of specialist subjects and vocational skills. A particular focused is placed on spoken voice, as well as Speech and Language Therapy. This will provide students with a range of vocational options. This approach provides ample room for detailed technical and conceptual feedback, peer input, and broader contextualisation within voice-specific and industry relevant frameworks

13	**Learning and Teaching Methods**
	Please outline the teaching and learning methods and the rationale for their selection, including how this fits with the overall programme approach.
	Delivery will be through a series of workshops, lectures and seminars.
	Workshops are used as a platform for the practical exploration and application of skills. Lectures are used for the effective delivery of key subject areas as outlined in the indicative content. Seminars will be used to promote discussion to evaluate and critically appraise the content being delivered as part of the module. Students have 4 weekly taught sessions during trimester 1. Each session focuses on a specific set of skills and knowledge and is delivered in a subject appropriate format and setting. This allows for the facilitation of theoretic and technical knowledge, acquisition and application of skills, and the exploration of research and reflection through contextual discourse. This is an approach that is consistently applied throughout the programme.
14	**Programme Competencies**
	Please list the levelled programme competencies which this <u>module meets</u>.
	• *Making clear to staff and students what is being assessed in the module*
	• *Enabling staff and students to realise/recognise the constructive alignment of assessment to competence*
	• *Competencies should be <u>articulated</u> at the appropriate level*

PC No.	Programme Competency Statement
PC1	Apply vocal proficiency and technical and mechanical knowledge of the voice and relevant skills in a range of scenarios relating to both performance and other relevant settings
PC2	Exhibit a high level of performance skills through the application of vocal technique and expressive interpretation across different styles and genres of vocal repertoire, with a large degree of independence in the preparation process
PC6	Apply knowledge of relevant music technologies in the areas of music and music education, use these creatively in both music making, vocational and educational settings and critically evaluate the outcome
PC7	Work within the ethical and professional standards expected within the field of music performance, music education and in the wider industry, and critically evaluate the impact of these
PC9	Deploy essential aspects of the professional requirements within a career as a voice professional with confidence, in performance, skills based, vocational and business scenarios

15	**Breakdown of Learning and Teaching Hours**

Student time associated with the module	%
Guided independent study including online	80
Placement/Study abroad	0
Scheduled learning and teaching activities	20
Total	100

Type	Length	Frequency	Total
Business Structures & Marketing	1 hour	10 sessions	10 hours
Speech & Language	1 hour	10 sessions	10 hours
Voice Acting	1 hour	10 sessions	10 hours
Voice in Context	1 hour	10 sessions	10 hours
Directed Study			160 hours

	Total hours (100 hours per 10 credits)	200 hours

16	**For Modules with PSRB and/or Apprenticeship Standard Requirements**
	Please explain how completing this module contributes towards developing the competencies required of relevant frameworks or standards. Please explain the relevance of the teaching, learning and assessment approach to developing the knowledge, skills and behaviours of an apprenticeship standard or the requirements of a PSRB.
	N/A

17	**Ethical Issues**
	Universities research and develop modules, which deal with issues that may be sensitive or involve ethical considerations. As with research, the duty of care extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and relevant risk assessments as appropriate).
	This module is designed to offer students opportunities to engage with a range of skills and contextual knowledge relevant to vocal practice and a broader range of musicianship skills needed to successfully build a fundament upon which students can further extend their practices into the relevant professional industries.
	The content of this module will introduce students to a range of diverse cultures through the exploration of the role of the human voice within these. The cultural sensitivity throughout this study will lead to students building an understanding of diverse methods and perspectives.
	Students will engage in discussions around the ethical responsibilities of performers, creatives, voice professionals, educators and facilitators, considering the potential impact of the work they are producing, and the methods being employed.
	This module will explore aspects of working in the field of vocal health, and it is of upmost importance that students gain a comprehensive understanding of the remits and boundaries of any professional role they may inhabit once they join the industry.
	Students are also directly engaged in discussion pertaining to research ethics and how this is embedded in their research process.
	Leeds Conservatoire is committed to maintaining the quality and ethical standards in our programmes when members of our academic community undertake primary research. The practice of following the conservatoire's research approvals process ensures information is gathered via ethical and respectful interactions with participants, following best research practices. All students are required to adhere to the conservatoire's Research Approvals Process.

18	**What are the risks associated with this module and any plans for mitigation against these?**
	As part of this module students may encounter theoretic and/or applied content where they may be subject to information that relates to physical and mental health issues. Students are given information, advice and guidance relating to all aspects of Safeguarding and Health and Safety to enable them to undertake any practical work safely. Trigger warnings will be applied where necessary, and students can also access support through our Student Support service.
	There may also be instances where students interact with or encounter content relating to-groups or people who are considered vulnerable. Part of the study for this module will also relate to the study of cultures or events that can be triggering to some students. Appropriate trigger warnings will be applied, and Student Services have facilities available to support students for whom this may cause distress.

19	**Equality and Diversity**
	Higher education is covered by the Equality Act 2010, which protects individuals from discrimination on the basis of the following protected characteristics: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation. Detail the adjustments you have considered to ensure this module anticipates the needs of students with any of these characteristics.

Principles of Equality and Diversity are embedded in every aspect of this module, from the curriculum design and schemes of work, reading list, the establishing of a safe learning environment and the assessment design.

The learning environments encourage students to recognise, discuss and interact with a wide spectrum of social, cultural, and political perspectives on applied and creative practices. The teaching team is mindful of the sensitivities associated with addressing these aspects, actively striving to safeguard the wellbeing of students who contribute their perspectives on these topics.

All assessments include a fixed submission deadline to accommodate students with additional needs. This inclusive approach will be incorporated into the assignment deadline for every student.

C   MODULE ASSESSMENT

20   Rationale for Assessment Methods Chosen Including Inclusivity
Please outline the rationale for the formative and summative assessment methods chosen.   What steps have been taken to ensure assessment is inclusive e.g. alignment of formative and summative assessment and scaffolding of assessment tasks), and how this fits with the overall programme approach.

Students will submit a portfolio that showcases both theoretical knowledge, application of theory, practical skills and reflective practice. The portfolio allows for the consolidation of knowledge across the strands of the module, and for students to demonstrate their process as well as outcomes in ways that reflect the industry.

Within each portfolio there is some flexibility to the format of the tasks submitted by students, which makes the assessment more inclusive.

Students will have access to video editing tuition through the learning enhancement provision and can access technical assistance as well as camera hire to help them prepare and complete their assessments.

21   Assessment Model for this Module (Formative and Summative)

	Programme Competencies Addressed	Summative Assessment Type and Title (where relevant)	%	Formative Assessment that aligns to the Summative
SA1	PC1, PC2, PC6, PC7, PC9	**Business Plan and Marketing Portfolio** 10 minutes audio or video 1500 words	100%	Tutor and peer feedback will be ongoing throughout the trimester

22   Module Resubmission or Reassessment
Resubmission of the original assessment is the standard approach. Please ensure that the resubmission is feasible. If the original assessment is an examination or requires wider input, e.g. group assessment, lab work, peer participation, then reassessment may be required.

Where reassessment is required instead of resubmission, please provide a rationale below, and complete the box below.

	Programme Competencies addressed	%	Assessment Type and Title (where relevant)
SA1	PC1, PC2, PC6, PC7, PC9	100%	**Business Plan and Marketing Portfolio** 10 minutes audio or video 1500 words

D	MODULE RESOURCES

23	**Reading List** *Items included on reading lists can be of any format, e.g. books, articles, videos, websites etc.* *Please ensure that your reading lists include a diversity of perspectives where possible (e.g. non-European, Black Asian and Minority Perspectives, LGBQT).*
	Essential Alburger J., (2023) The Art of Voice Acting: The Craft and Business of Performing Voiceover, 7th Edition: Focal Press Borg, B. (2014) Music marketing for the DIY musician: creating and executing a plan of attack on a low budget. (Music Pro Guides) Cummings L., (2018) Speech and Language Therapy, A Primer: Cambridge University Press Howkins, J. (2013) The creative economy: how people make money from ideas. 2nd edition: Penguin Books.
	Recommended Carding P. (2017) Evaluating the Effectiveness of Voice Therapy, Functional, Organic and Neurogenic Voice Disorders: Compton Publishing Cobussen M. & Nielsen N. (2012) Music and Ethics: Routledge Dumbreck A., (2025) Music Entrepreneurship: Bloomsbury Finch B., (2022) How to Write a Business Plan: Win Backing and Support for Your Ideas and Ventures, 7th Edition: Kogan Page McAllister J., Miller J. E., (2013) Introductory Linguistics for Speech and Language Therapy Practice: Wiley-Blackwell
	Background Ashby P., (2011) Understanding Phonetics (Understanding Language): Routledge *(2nd edition published Dec 2024)* Atkinson M., (2018) Basic Medical Science for Speech and Language Students, Second Edition: J & R Press Ltd Morrow G., Nordgard D. & Tschmuck P. (editors) (2022) Rethinking the Music Business: Music Contexts, Rights, Data and COVID-19 (Music Business Research): Springer Owsinski, B. (2017) Social media promotion for musicians: the manual for marketing yourself, your band and your music online. 2nd edition. Bobby Owsinski Media Group Stokes D., & Wilson N. (2021) Small Business Management and Entrepreneurship, 8th edition: Cengage Learning EMEA

24	**Other Resources Required** *Please list any further resources that may be required for the delivery of this module.*
	Anatomical models

25	**Additional Costs** *Please list any costs which may be incurred as a result of studying or delivering this module, and where the responsibility lies for meeting these costs.*
	Field trips, costed in the relevant school budget