

A GENERAL INFORMATION

Please complete a module specification for each module included in this application for validation of provision

1 Module Title

Professional Skills 1

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	<input checked="" type="checkbox"/>
Trimester 2 – T2	<input type="checkbox"/>
Trimester 3 – T3	<input type="checkbox"/>

9 Module Delivery Mode

(Please tick as many as appropriate)

Face to Face	<input checked="" type="checkbox"/>	Online	<input type="checkbox"/>	Collaborative	<input type="checkbox"/>
Blended	<input checked="" type="checkbox"/>	Distance Taught	<input type="checkbox"/>	Placement	<input type="checkbox"/>
				Year/Trimester Abroad	<input type="checkbox"/>

10 Mandatory Constraints

(e.g. Disclosure and Barring Service Check)

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 Ethnic, LGBTQ).

This module will develop the students' understanding s across a range of essential professional skills in relation to voice practice and the music industry. The module also aims to contextualise the use of the voice within a variety of cultures, art forms and vocational disciplines.

Students will explore the multifaceted skills and knowledge required to successfully sustain a career as a self-employed voice professional. It will give students an understanding of the fundamental structure and workings of the creative industries, including subjects such as intellectual property and copyright law, royalties and collection agencies, basic contractual procedure and relevant professional bodies and organisations. It will provide students with broader skills, including planning, time and resource management techniques, file management and record keeping, application and report writing, as well as evaluation skills.

This module will further expand students' knowledge and skills relating specifically to the voice. Students will gain an understanding of vocal health and the various elements that can affect vocal health. This module will also provide students with the practical abilities to recognise indications of vocal dysfunction and equip them with knowledge to be able to make suggestions that lead to improvement. Importantly, this will include developing an understanding of when it is appropriate to refer an individual to another professional, and learning about important professional boundaries in relation to work that involves vocal health aspects.

The module will also allow students to examine the ways in vocal performers use their bodies to create, expression, sound and communicate with fellow performers and audience. They will learn to recognise and analyse the scope and type of physical gestures that are available to performers. This module also looks to equip students with the fundamental techniques associated with acting for the stage. Students will explore a range of practical acting techniques, including skills of spontaneity, play and improvisation. It will enable students to enhance their communication and performance skills, both as an individual and as part of an ensemble.

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. Students gain insight into how they can consolidate skills and create professional opportunities in a range of arenas. 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, notably the theory and application of

	vocal health work. This approach provides ample room for detailed technical and conceptual feedback, peer input, and broader contextualisation within voice-specific and industry relevant frameworks.																										
13	<p>Learning and Teaching Methods</p> <p><i>Please outline the teaching and learning methods and the rationale for their selection, including how this fits with the overall programme approach.</i></p> <p>Delivery will be through a series of workshops, lectures and seminars.</p> <p>Workshops are used as a platform for the practical exploration and application of skills.</p> <p>Lectures are used for the effective delivery of key subject areas as outlined in the indicative content.</p> <p>Seminars will be used to promote discussion to evaluate and critically appraise the content being delivered as part of the module.</p> <p>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.</p>																										
14	<p>Programme Competencies</p> <p><i>Please list the levelled programme competencies which this <u>module meets</u>.</i></p> <ul style="list-style-type: none">• <i>Making clear to staff and students what is being assessed in the module</i>• <i>Enabling staff and students to realise/recognise the constructive alignment of assessment to competence</i>• <i>Competencies should be <u>articulated</u> at the appropriate level</i> <p>The competencies noted below are Level 4, 5 or 6 versions of the programme competencies.</p> <table><tr><th>PC No.</th><th>Programme Competency Statement</th></tr><tr><td>PC3</td><td>Deploy academic and research skills relating to vocal science, performance, pedagogy and professional practice, demonstrating secure knowledge of existing research and an ability to critical evaluate both primary and secondary research in a range of settings</td></tr><tr><td>PC7</td><td>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</td></tr><tr><td>PC9</td><td>Deploy essential aspects of the professional requirements within a career as a voice professional with confidence, in performance, skills based, vocational and business scenarios</td></tr><tr><td>PC11</td><td>Practice effective communication skills, both verbal and non-verbal, in a range of situations such as performing, teaching and professional scenarios, and critically evaluate the impact</td></tr></table>	PC No.	Programme Competency Statement	PC3	Deploy academic and research skills relating to vocal science, performance, pedagogy and professional practice, demonstrating secure knowledge of existing research and an ability to critical evaluate both primary and secondary research in a range of settings	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	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	PC11	Practice effective communication skills, both verbal and non-verbal, in a range of situations such as performing, teaching and professional scenarios, and critically evaluate the impact																
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15	<p>Breakdown of Learning and Teaching Hours</p> <table><tr><th>Student time associated with the module</th><th>%</th></tr><tr><td>Guided independent study including online</td><td>80</td></tr><tr><td>Placement/Study abroad</td><td>0</td></tr><tr><td>Scheduled learning and teaching activities</td><td>20</td></tr><tr><td>Total</td><td>100</td></tr></table> <table><tr><th>Type</th><th>Length</th><th>Frequency</th><th>Total</th></tr><tr><td>Working as Self Employed</td><td>1 hour</td><td>10 sessions</td><td>10 hours</td></tr><tr><td>Advanced Vocal Health</td><td>1 hour</td><td>10 sessions</td><td>10 hours</td></tr><tr><td>Acting & Movement</td><td>1 hour</td><td>10 sessions</td><td>10 hours</td></tr></table>	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	Working as Self Employed	1 hour	10 sessions	10 hours	Advanced Vocal Health	1 hour	10 sessions	10 hours	Acting & Movement	1 hour	10 sessions	10 hours
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	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 <i>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.</i>			
	N/A			
17	Ethical Issues <i>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).</i>			
	<p>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.</p> <p>The content of this module will introduce students to a range of diverse cultures through the exploration of the role of the voice within these. The cultural sensitivity throughout this study will lead to students building an understanding of diverse methods and perspectives.</p> <p>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.</p> <p>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.</p> <p>Students are also directly engaged in discussion pertaining to research ethics and how this is embedded in their research process.</p> <p>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.</p>			
18	What are the risks associated with this module and any plans for mitigation against these?			
	<p>As part of this module students may encounter theoretical 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.</p> <p>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.</p>			
19	Equality and Diversity <i>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.</i>			

	<p>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.</p> <p>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.</p> <p>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.</p>
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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 and the application of theory, through 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	PC3, PC7, PC9, PC11	<u>Vocal Health Portfolio</u> 10 minute video presentation 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	PC3, PC7, PC9, PC11,	100%	<u>Vocal Health Portfolio</u> 10 minute video presentation 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, LGBTQ).

Essential

Barton, R. & Sellers-Young, B. (2017) Movement, Onstage and Off: Routledge

Boone, D. (2019) Voice and Voice Therapy: Pearson

Chalfin D., Harris D., Harris S., Hess M., Lieberman J., McGlashan J., Moisik S.,
Neemuchwala P., Rubin J. (edited by Harris T., Howard D.) (2018) The Voice Clinic
Handbook, Second Edition: Compton Publishing

Houseman, B., (2007) Finding Your Voice: A Step-by-Step Guide for Actors: Theatre
Communications Group

Shaw, J. (2021) The Self-Employed Life: Business and Personal Development Strategies
That Create Sustainable Success: Page Two

Recommended

Horowitz, S. (2012) The Freelancer's Bible: Everything You Need to Know to Have the
Career of Your Dreams - On Your Terms: Freelancer's Union

Howe, M. (2018) A User's Manual for the Aging Voice: Compton Publishing Ltd
Jones S. (2016) Laryngeal Endoscopy & Voice Therapy

Rodenburg, P., 1998. The Actor Speaks: Voice and the Performer (Performance Books):
Methuen Drama

Background

Carding P., (2017) Evaluating the Effectiveness of Voice Therapy: Compton Publishing
Hart, L. and King, S (2022) Help! I've got a Voice Problem: New Voice Publishing

Rubin, A. (2014) The Vocal Pitstop, Keeping Your Voice on Track: Compton Publishing
Passman, D.S. (2023) All You Need to Know About the Music Business, 11th edition: Simon
& Schuster

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.*

Possible field trips, costed to the relevant school budget