



Academy of Music and Performance  
**BA (Hons) Music & Creative Music Technology**

**Module MCM601**

**Academic Research Skills**

**Group presentations**

MODULE BOOKLET 1

**2016 – 2017**

**Deadline for submission: WB 7<sup>th</sup> November 2016**

**Tutor: Nick Redfern**

**Telephone: 0115 - 838 0132**

**e-mail: [nick.redfern@ncn.ac.uk](mailto:nick.redfern@ncn.ac.uk)**

**Room: 126 Time: Thursday 09.00 to 10.00**

**Start date: WB 3<sup>rd</sup> October 2016    End date: WB 7<sup>th</sup> November 2016**

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## **What will you do to complete this module?**

You will be part of a 3 to 4 student group. As a group you will research a topic that lies within the field of Music & Creative Music Technology. Please seek advice from your Module Tutor and formative group throughout the process.

The topic will be delivered as a 20 minute presentation.

Please research before you decide a topic. If there are few resources, then it is better not to pursue the argument. The topic will be by collective agreement of your group with advice from your Module Tutor and Formative Group.

Your evidence will be thoroughly referenced and objective. Please do not use web-based evidence unless it is from a recognised source.

You are required to critically analyse your subject. This will require you not to simply talk about the results of the research but to expand on the findings with analysis, synthesis, comparison and critical appraisal.

Each group member will be required to deliver evidence and to respond to questions from peers.

**This module will be assessed and graded. This grade will not contribute to your final mark.**

### **How will the presentation be assessed?**

It will be assessed in accordance with the Module Learning Outcomes.

### **How will the work be delivered/submitted?**

The presentation will be delivered to your student cohort on an agreed date.

The presentation will be recorded in video format.

**What are the deadlines for this module?**

Date set: week beginning 3<sup>rd</sup> October 2016

Date for completion: week beginning 7<sup>th</sup> November 2016



## Module Specification 2016 to 2017

Basic Module Information	
1	Module Title Academic Research Skills (Bridging Module)
2	Module Code MCM601
3	Credit Points 0 Credit points
4	Duration 15 weeks
5	School Creative, Cultural & Digital Cluster
6	Date 22/08/2016
7	<p><b>Pre, Post and Co-requisites</b></p> <p>These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session</p> <p><u>Pre, Co, Post</u>Module CodeModule Title</p> <p>None</p>

8 **Courses containing the module**

Level Core/Option Mode Code Programme Title

6 Core FT/PT PA601BA (Hons) Theatre Arts

6 Core FT/PT MCM601 BA (Hons) Music & Creative Music  
Technology

9 **Overview and Aims**

This module has been designed specifically to aid the transition for you from Level 5 to Level 6. It develops your existing academic and research skills to a higher level in order to ensure you have the best opportunity to produce high quality work at Level 6. The Module will run during the first semester to support your achievement in other modules and, in particular, to enable you to complete MC602 Dissertation to a high level in the second semester.

10 **Module content**

**The Module examines:**

Key concepts and issues in methodology

Contextual understanding of the subject

The choice of research methods and the reliability and validity of data

The research process and research design

Harvard Referencing

The identification and use of different learning styles

Effective reading

Effective writing of essays and reports

Presentation, English and grammar

Argument, pace and clarity.

11 **Indicative reading**

**All of these books are in Clarendon Learning Resource Centre**

Cottrell, Stella. 2003. *The Study Skills Handbook (2<sup>nd</sup> Edition)*, London: Palgrave

Swetnam, Derek. 2004. *Writing your Dissertation, (3<sup>rd</sup> Edition)*, Oxford: HowTo Books

Walliman, Nicholas. 2004. *Your Undergraduate Dissertation: The Essential Guide for Success*, London: Sage

## **12 Learning outcomes**

Back to **How will the presentation be assessed?**

Learning outcomes describe what you should know and be able to do by the end of the module

**Knowledge and understanding.** After studying this module you should be able to:

1. Demonstrate an understanding of academic research

**Skills, qualities and attributes.** After studying this module you should be able to:

1. Investigate the extensive range of academic research through an in-depth critique of indicative primary and secondary materials
2. Present research findings that have been undertaken in an appropriate way
3. Critically evaluate research methods.
4. Apply academic research skills to other areas of work



### **13 Teaching and learning**

#### ***Range of modes of contact***

This indicates the range of direct contact teaching and learning methods used on this module, eg, lectures, seminars

Lecture	15
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Discussions, directed learning sets, research, internet searching; preparation for assessment	15
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<b>Total contact hours</b>	<b>30</b>
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#### ***Range of other learning methods***

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Self-directed learning – Directed reading, individual research, internet searching, literature search, original empirical research; assessment production	60
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<b>Total non-contact hours</b>	<b>60</b>
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## 14 **Assessment methods**

This indicates the type and weighting of assessment elements in the module

<b><u>Weighting</u></b>	<b><u>Type</u></b>	<b><u>Description</u></b>
40%	Group presentation	A 20-minute PowerPoint presentation based on a topical issue of the undergraduates' choice. Evidence of the objectivity of this analysis must be provided through thorough referencing. Each undergraduate should demonstrate the ability to interact with groups and individuals, with both a broad and self-critical awareness.
60%	Essay	An individual 1000 word essay critically evaluating a piece of research, article, book or piece of contemporary music of the undergraduate's choice. The undergraduate should demonstrate the ability to apply learned theory and principles in the identification of a range of valid solutions and reflect on the theory, practice and outcomes.

### **Diagnostic/formative assessment**

This indicates if there are any assessments that do not contribute directly to the final module mark:

*Throughout the module you will have the opportunity to discuss your progress with your tutor and receive informal feedback*

**Further information on assessment**

This section provides further information on the module's assessment where appropriate

*Group presentation: Lecturer to observe and provide summative, written and verbal feedback*

*Essay: Detailed summative written feedback*



## **No 6: Generic Assessment Criteria: Presentations**

SMAC = Specific Module Assessment Criteria

You will find below the kinds of areas that your tutors will be considering when assessing your written work. Remember, though, that your tutors will be looking at your piece of work as a whole when determining the final mark. They will be happy to discuss their assessment with you and show you how to maximise your strengths and firm up on your weaker points.

Each section below is split into two parts, the first indicates the general criteria used within BA (Hons), the second indicates the specific

criteria (otherwise known as SMAC). The additions will be used when relevant (if a specific box is blank then refer to the generic).

	<b>Content</b>		<b>Presentation skills</b>		<b>Timing</b>		<b>Visual aids and support material</b>		<b>Response to questions</b>	
<b>Weighting</b>	<b>50%</b>		<b>20%</b>		<b>5%</b>		<b>20%</b>		<b>5%</b>	
86 - 100% Upper First	43 +	An exceptional exposition of the subject & displays a deep understanding of the complexities of the subject. The student is objective. Theories are sensitively and critically applied.  Own theory developed.	17 +	No sign of cards used. Professional, dress code and has the ability to interact with groups and individuals.	4	Completed within /on time. An even paced production	17 +	Application of a range of complex 'tools' to novel situations in achieving innovative solutions.	4	Exceptional ability to 'manage' questions. Able to develop a debate.
70 - 85% First	35- 42	Imaginative and thorough search for materials. Theory and practice are well integrated with critical and creative issues being raised for discussion.	14 - 16	Cards used a support, but use largely concealed. Confident and relaxed body language. Excellent eye contact with audience. Excellent and seamless division of material. Major points handled at an easy pace, which makes effective use of time available. Dress and language appropriate.	4	Completed within /on time. Potentially, little time for questioning or a little too fast/slow a delivery.	14 - 16	Presentation aids are used sparingly as integral part - not afraid not to use as appropriate. Imaginative use of images and diagrams. Overheads have consistent appearance. Handouts add value to the presentation and are used to aid discussion	4	Positive attempts to elicit questions, which are enthusiastically and knowledgeably answered. Attempts to manage and prompt discussion.

60-69% 2.1	30-34	Evidence of a wider search for material and the application of critical thought to this. The main issues are competently covered and additional questions raised.	12-13	Cards used as support but not directly read. Good eye contact. Well co-ordinated with smooth handovers. Easily paced with relaxed coverage of main points. Dress and language appropriate.	3	Completed within /on time but too fast/slow a delivery.	12-13	Aids enhance presentation by highlighting key points. Graphics, diagrams and other images used an extension of presentation. Overheads are well laid out with good use of headings. Handouts add additional information which is referred to for support.	3	Good response to questions which indicates knowledge of the area. Responses encourage discussion and debate.
50-59% 2.2	25-29	Competent discussion of main points with evidence of reading, but limited to major texts.	10-11	Reading from cards but with some attempt to make contact with audience. Material is reasonably paced but often not appropriately edited to meet deadlines. Dress and language appropriate.	2	Completed within /on time but too slow a delivery.	10-11	Aids support presentation and clarify key points. Overheads are neat and tidy. If hand written, clear and legible. Some degree of repetition of oral material, but limited. Handouts support presentation, although add little.	2	Questions are answered competently if with little flair. Little attempt to manage discussion.

40-49% 3rd	20-24	Material has been poorly and superficially researched with little connection to brief.	8-9	Reading from notes interferes with attempts to make contact with audience. Little coordination between speakers. Material is rushed to meet deadlines. Dress and language poor for situation.	2	Time over/under run	8-9	Aids used add little to or distract from presentation. Overheads are scrappy and untidy. If hand written, difficult to read. If typed, typeface is inappropriate and too small. Overheads repeat presentation and are read off. Handouts simply replicate visual material.	2	Halting attempts to answer questions but little enthusiasm. No attempt to manage discussion.
26 - 39% Marginal Fail	13-19	Little evidence of an understanding of the basic parameters of the subject. Difficult to relate the questions either to the topic selected or the available literature.	5-7	Reading from notes with no contact with audience. No coordination amongst speakers. Dress and language are inappropriate.	1	Time badly over/under run	5-7	None used or those used do not contribute to presentation.	1	Unable to answer questions. Insufficient time allowed.
0 - 25% Clear Fail	0-12	Does not answer the brief. No evidence of reading or research	0-4	Not able to communicate with audience due to lack of knowledge.	0	No time constraints used	0-4	No evidence of visual aids and support material.	0	Questions where not asked for. Insufficient time allowed.

SMAC