



Academy of Music and Performance
BA (Hons) Music & Creative Music Technology
Module MCM601
Academic Research Skills

Essay

MODULE BOOKLET 2

2016 – 2017

Deadline for submission: 15.00h 14.11.16

Tutor: Nick Redfern

Telephone: 0115 – 838 0132

e-mail: nick.redfern@ncn.ac.uk

Room: 126 Time: Thursday 09.00 to 10.00

**Start date: WB 26th September 2016 End date: 15.00 Friday 14th
November 2016**

What will you do to complete this module?	3
How will the essay be assessed?.....	3
How will the work be submitted?	3
What are the deadlines for this module?	3
Module Specification 2016 to 2017	4
Basic Module Information	4
Pre, Post and Co-requisites	4
Courses containing the module	5
Overview and Aims.....	5
Module content.....	5
Indicative reading	6
Learning outcomes	7
Teaching and learning	8
Assessment methods.....	9
Further information on assessment	10
No 3: Generic Assessment Criteria: Essay.....	11

What will you do to complete this module?

You will critically evaluate a piece of academic research. This will be in the form of an article, book or piece of contemporary music.

You will present your critique in the form of a 1,000 word essay.

The essay will require you to critically analyse your chosen source and must include synthesis and comparison. You will reference all research material and present the essay using appropriate written conventions for academic publication. Please do not use web-based evidence as this is usually of poor quality and highly derivative. There are however some excellent web-based resources so please seek advice from your Module Tutor.

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

How will the essay be assessed?

It will be assessed in accordance with the [Module Learning Outcomes](#).

How will the work be submitted?

You will submit your essay as a Word file to christopher.hickling@ncn.ac.uk

What are the deadlines for this module?

Date set: week beginning 26th September 2016

Date for completions: 15.00 Friday 14th November 2016



Module Specification 2016 to 2017

Basic Module Information						
1	<table border="0"> <tr> <td>Module Title</td> <td>Academic</td> <td>Research</td> <td>Skills</td> <td>(Bridging Module)</td> </tr> </table>	Module Title	Academic	Research	Skills	(Bridging Module)
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 23/08/2016					
7	<p>Pre, Post and Co-requisites</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 Code Module 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 (2nd Edition)*, London: Palgrave

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

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

12 Learning outcomes

Return to **How will the essay 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
---------	----

Discussions, directed learning sets, research, internet searching; preparation for assessment	15
--------------------------------------------------------------------------------------------------	----

Total contact hours	30
----------------------------	-----------

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
--------------------------------------------------------------------------------------------------------------------------------------------------------------------	----

Total non-contact hours	60
------------------------------------	-----------

14 **Assessment methods**

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

<u>Weighting</u>	<u>Type</u>	<u>Description</u>
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 3: Generic Assessment Criteria: Essay

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).

	Addressing the Question		Argument		Understanding the topic		Structure		Presentation / Research / Referencing	
Weighting	25%		25%		25%		10%		15%	
86 -100% Upper First	22 +	Addresses the question correctly, understanding all its nuances. No irrelevant material. Reflects ethical and philosophical dimensions to the topic	22 +	A powerful argument, which is much focused. The transition from findings to analysis is clear. Excellent critical and analytical abilities shown.	22 +	Demonstrates full understanding of topic within a wider context. Shows excellent critical and analytical abilities.	9+	Excellent structure with an introduction and conclusion setting out the issues to be discussed with clarity. The flow is analytical and is well planned in the analysis of the topic.	13 +	Spelling and grammar are excellent. Optional use of referencing to show that the student has read text and quotations used are relevant. Evidence of up to date Carefully selected primary (if secondary sources used).
70 – 85% First	18- 21	Addresses the question correctly, understanding all its nuances. Little or no irrelevant material. Robust evaluation of the reliability and	18 - 21	The reader is convinced by the power of the argument presented. It is laid out in a well-structured and coherent fashion. Sections relate well to	18 - 21	Demonstrates full understanding of topic within a wider context. Shows excellent critical and analytical abilities.	8	A very good structure with an introduction and conclusion setting out the issues to be discussed with clarity. The flow is analytical and is well planned in the analysis of the topic.	10 - 12	Presentation, spelling and grammar are very good. Extensively and accurately referenced throughout , and quotations used are carefully selected; supported by a detailed list of references and bibliography identifying

		validity of evidence and arguments put forward.		each other and build up to form a convincing whole. The student is able to present a clear critique of the work of others.					all sources (on separate pages) Shows extensive use of both primary (if applicable) and secondary sources.	
60-69% 2.1	15-17	Addresses the question adequately. Little or no relevant material. Ability to analyse, synthesise and evaluate key concepts and theories.	15-17	A clear argument is presented which engages the reader and prompts a debate. Positions are not merely listed but are weighed carefully. The argument flows, with good cross-referencing between parts of the essay.	15-17	Demonstrates substantial understanding of topic within a wider context. Shows good critical and analytical abilities.	6	Has an adequate structure with an introduction and conclusion setting out the issues discussed. The flow is analytical.	9	Presentation, spelling and grammar are acceptable. The piece is thoroughly referenced throughout and uses an adequate number of quotations. Accurate referencing throughout with detailed list of references & bibliography
50-59% 2.2	13-14	Does not address all aspects of the question. May contain some irrelevant material.	13-14	There is clear sense of a position being developed, with the argument being developed through the dissertation. There might, however, be points at which it could be expressed more clearly.	13-14	Demonstrates reasonable but incomplete understanding of topic and its context. Shows limited critical and analytical abilities.	5	Has an acceptable structure with an introduction and conclusion setting out the issues discussed. The flow is analytical. Tone and style are appropriate and contributes to the debate.	7-8	Presentation, spelling and grammar are acceptable. Some referencing and patchy quotations, related to list of references and bibliography (on separate pages).
40-49% 3rd	10-12	Addresses only some aspects of the question. May include some irrelevant material.	10-12	The argument is implied rather than being explicit. The themes presented are confused and lack flow and coherence.	10-12	Demonstrates limited or patchy understanding of the topic and its context. Little evidence of critical and analytical abilities.	4	Poor structure with an incoherent introduction and conclusion. The flow is descriptive and rushed.	6	Presentation, spelling and grammar are poor with many mistakes. Poor referencing with many mistakes inadequately related to list of sources, again with many mistakes

										and not separated.
26-39% Marginal Fail	7-9	Does not really address the question. May include a lot of irrelevant material.	7-9	There is little sense of a sustained argument. The work is fragmented and lacks clear themes.	7-9	Demonstrates little understanding of topic and its context. Very little evidence of critical and analytical abilities.	3	Very poor structure with an incorrect essay style. The flow is descriptive and rushed.	4-5	Presentation, spelling and grammar are very weak or incorrect. Poor referencing with many mistakes inadequately related to list of sources, again with many mistakes and not separated.
0-25% Clear Fail	0-6	Fails to address the question either because the material is largely irrelevant or because there is little or no information.	0-6	No sense of an argument. Little or no findings. No evidence of critical and analytical abilities.	0-6	Demonstrates very little understanding of topic and its context. No evidence of critical and analytical abilities.	0-2	Very poor structure with no introduction and /or conclusion. The flow is descriptive and rushed.	0-3	Presentation, spelling and grammar are very weak or incorrect. Poor or no referencing with many mistakes inadequately related to list of sources, again with many mistakes and not separated.

SMAC