



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MA Music Business

Level 7

Module Code: BMTY7006

Discipline Tutor: Steve Cole

Creative Business Project

Proposal (Formative: 0%)

Report (Summative: 80%)



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ASSIGNMENT SPECIFICATION

Programme	MA Music Business
Lecturer	Steve Cole
Internal Verifier	Ciaran Robinson
Assignment Title	Report
Hand Out Date	25/03/19
Submission Deadline	Proposal: 12/05/19 Report: 04/08/19
Referencing	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).
Late submission will result in a late penalty mark, as follows:	
- Up to one week late: maximum mark of 40% for first attempts and 0% for resubmissions. - No work will be accepted more than one week after the submission deadline (Academic Quality Handbook 2016/17 7.5 (5))	

Learning Outcomes tested (from module/unit syllabus)	Assessment Criteria: To achieve each outcome a student must demonstrate the ability to:
Articulate, present, propose and critically defend a business case in the form of an investor presentation, underpinned by and linked to relevant academic theories and models, resulting in a specific project proposal and plan(s) to the immediate pre-launch stage of the project.	- Students are required to present their project as an investor presentation. This means they have to find convincing arguments for the business case, the methods used and the application of underpinning theories. - Development of the skills to communicate proposed solutions and the rationale behind them to an audience of potential investors, peers, business professionals, and academic mentors.

Task Description - Proposal

Provide a short (approximately 1000 words) proposal, outlining your intentions for your Creative Business Project.

This should communicate the context and scope of the project, and how it aligns with the academic and learning outcome aspects of the assignment.

Although this element is formative, it *is* mandatory. It is designed to give you the opportunity to receive and act upon feedback.

Task Description - Report

Students are required to present a sustained Business Proposal on an agreed subject supported by appropriate evidence based on coherent research which evidences analysis, synthesis, evaluation, critical reflection, and the formation of judgments and conclusions based on the Business Project Proposal undertaken.

Conclusions may be based on the learning related to the research/Business Project Proposal undertaken and the relationship to the proposal, the related employability skills and future employment contexts.

Guidance for the students in the completion of task - Report

The Creative Business Project will require you to create a proposal demonstrating your ability to autonomously plan, manage and deliver a large scale fit for purpose, real world business entity with its remit centred within a music industry idiom of your choosing.

You will be required to realise the project as a completed business through the production and placement of an appropriate artefact or event, for example a commercial release, event, or tour supported by appropriate marketing and PR materials. You will produce a portfolio of evidence to support your project which will form the basis of the assessment for the module. The conceptualisation of the project should link solid academic writing to practice.

You are asked to submit an extended piece of academic writing. This takes the form of an essay suitable for Level 7 study (i.e. third person narrative, research, critique, referencing, etc.). The writing will feature a solid conceptualisation of the business idiom defined by your project.

Suggested element breakdown

Business Plan (with Harvard referencing): 8000 words

Reflective Analysis / Commentary (with Harvard referencing): 4000 words

You will also include a range of appropriate materials in support of your project which may include (but are not limited to): a business plan, market research artefacts, operations plans, results forecast, costings & balance sheets, marketing and promotion materials, web based assets, artist management plans, heads of agreement, artist and repertoire development artefacts and branding and image designs.

Please note the following when completing your assignment

Writing: Written in English in an appropriate business/academic style

Focus: Focus only on the tasks set in the assignment.

Volume: At least 4-5 pieces of original work (supporting artefacts).

Format: Delivered as one PDF - Business Plan, Reflective analysis, supporting artefacts. The PDF can include links to material hosted on the web.

Research: Research should use reliable and relevant sources of information e.g. academic books and journals that have been peer reviewed. The research should be extensive.

Submission details: All parts need to be collated into one PDF and submitted to TurnItIn by 23.55 hours on the day of the deadline. No hard copies need to be provided.

Examples include:

The creation of a fully formed digital music business encapsulating elements from market entry analysis to mission statement to final execution.

The development and eventual execution of an event management company including devices such as booking agency management to technical and artist management to floor management to merchandising schematics.

A complete fit for purpose business model for a record label that defines all relevant aspects such as structure, A&R, branding, marketing and promotion, distribution, contracts, publishing and sync ethos, planning and eventual release schedule.

The development of a music label or publishing company with evidence to support the design, structure, repertoire, ethos, contractual format, market approach (i.e. library, sync, writing commissions etc.) and final execution.

A portfolio representing a music industry specialist marketing and promotions company defining company rationale, branding approach, image consultancy ethos, business plan, specialism(s) and final delivery.

A community outreach learning project that involves music tuition, performance, production or collaborative media skills.

A digital platform providing a music-related entertainment service.

Some useful reading

Birley, S; Muzyka, D. (2000) *Mastering Entrepreneurship: Your Single Source Guide to Becoming a Master of Entrepreneurship: Complete MBA Companion in Entrepreneurship 1 edition*, Financial Times/ Prentice Hall, London.

Davies, M. (2007) *Doing a Successful Research Project: Using Qualitative or Quantitative Methods*. London: Palgrave Macmillan.

Dawson, C. (2009). *Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. 4th ed. London: How To Books Ltd.

Neville, C. (2010) *The Complete Guide to Referencing and Avoiding Plagiarism (Open Up Study Skills)*. London: Open University Press.

Pears, R. and Shields, G. (2010) *Cite them right: the essential referencing guide*. 8th ed. Basingstoke: Palgrave Macmillan.

Submission details

- All written elements need to be submitted to TurnItIn (via Moodle) in the appropriate sections by 23:59 on the day of the deadline.
- You must save your file as a single PDF
- Folders and files must be named according to the format surname_initial_modulecode_assignmenttitle (e.g. **smith_j_BMTY7006_BusinessProposal**)
- Make sure that your Name, Student Number, Module Title, Assignment Title and Module Lecturer's Name are clearly shown on the front page of your assignment.

Marking Criteria and Student Feedback

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Available	Awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	20	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	20	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	20	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	20	

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to four weeks late		
	First Attempt?		

PG Common Assessment & Marking Criteria

Assessment Criteria	OUTRIGHT FAIL	FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Referencing conventions not always applied consistently.	Inclusion of research-informed literature, including sources retrieved independently. Some omissions and minor errors. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied
2. Knowledge and Understanding of Subject Extent of systematic knowledge, understanding and critical awareness of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Some evidence of knowledge and understanding of current and relevant concepts and underlying principles but with gaps or errors.	Knowledge is generally accurate with a satisfactory understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established and contemporary views.	Excellent mastery of a complex and specialised area of knowledge and skills, with an excellent critical awareness of current problems and/or new insights at the forefront of the field. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptional mastery of a complex and specialised area of knowledge and skills, with an exceptional critical awareness of current problems and/or new insights at the forefront of the field. A critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/ missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, critical thinking and some attempts to synthesise, albeit with weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, but not always well linked to other material.	Evidence of some logical, analytical, critical thinking and synthesis. Can analyse new and/or complex data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Some conclusions and recommendations, where relevant	Evaluates methodologies, current research and ideas critically and, where appropriate, proposes new hypotheses/ideas. Evaluates and synthesises complex issues both systematically and creatively. Makes sound judgements and proposes convincing arguments in the absence of complete data. Sound, convincing conclusions / recommendations.	Excellent critical evaluation of methodologies, current research and ideas and, where appropriate, proposes new hypotheses/ ideas. Evaluates and synthesises complex issues systematically and creatively. Makes excellent judgements and proposes convincing arguments in the absence of complete data. Strong, persuasive, conclusions, justifiable recommendations. Work is of conference publishable quality.	Exceptional critical evaluation of methodologies, current research and ideas and, where appropriate, proposes new hypotheses/ ideas. Evaluates and synthesises complex issues at a high level of mastery. Makes outstanding judgements and proposes highly convincing arguments in the absence of complete data. Highly persuasive conclusions. Work is of journal publishable quality.

PG Common Assessment & Marking Criteria

Assessment Criteria	OUTRIGHT FAIL	FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative, original and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	Some awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Some appreciation of the context of the application.	A satisfactory and appropriate application of standard methods, materials, tools and/or techniques. Satisfactory appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some originality, innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Originality, innovation and/or creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Communication is not clear. Limited independent work and limited involvement in group activities. Work lacks coherence in places and is in need of amendments to the structure.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively autonomously and as part of a team, with some involvement in group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well autonomously and as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally autonomously and within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally autonomously and within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

