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

# MA Music Business

Level 7

Module Code: SBTY7004
Discipline Tutor: Zohe Mustafa

# Entertainment Marketing

Individual Presentation
50% assignment weighting

Duration: 15 minutes

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# ASSIGNMENT SPECIFICATION

| Programme | MA Music Business |
|---|---|
| Lecturer | Zohe Mustafa |
| Internal Verifier | |
| Assignment Title | Assessment Component 2 – Individual Presentation |
| Hand Out Date | 25/01/21 |
| Submission Deadline | 26/03/21 |
| 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, title of book, 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: |
|---|---|
| • Critically evaluate and respond to a range of business models, theories and strategies applied by contemporary music and entertainment in relation to commercial practice in the digital world, and to be able to assess their disruptive impact on incumbent commercial operations, consumer behaviour and the consumption of music and entertainment.<br>• Analyse and evaluate different uses of new technology, applications, platforms and services with reference to music and entertainment practice. | • Present a new technology product or service designed to enhance and commercialise audience engagement with commercial music. |

## Task Description

Present a new technology product or service designed to enhance and commercialise audience engagement with commercial music.

## Guidance for the students in the completion of tasks

Students can choose between two approaches:

**The presentation of an original product or service devised by the student.**

Or:

**The presentation of an existing product or service as if it was the student's idea/company i.e. Twickets.**

- Students should approach this assignment in the way they would a pitch or presentation to a 'dragon' investor.
- Students should strongly consider the use of supporting slides, video, infographics, demonstration etc.
- Research best practice of pitching business ideas.
- This is an academic assessment and students should include citations and references in the Harvard style.

Suggested use of presentation time:

- 10 minutes of presentation/pitch.
- 5 minutes of questions.

## Submission details

- All written elements need to be submitted to TurnItIn (via Moodle) in the appropriate sections by 13:00 on the day of the deadline.
- All files must be zipped inside an enclosing folder.
- The folder must be named *before* it is zipped.
- Folders and files must be named according to the format surname_initial_modulecode_assignmenttitle (e.g. **smith_j_BMTY7004_component1** )
- 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.

DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.

## 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**<br>Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions. | | |
| | 20 | |
| **2. Knowledge and Understanding of Subject**<br>Extent of knowledge and understanding of concepts and underlying principles associated with the discipline. | | |
| | 20 | |
| **3. Analysis**<br>Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence | | |
| | 20 | |
| **4. Practical Application and Deployment**<br>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**<br>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<br>0-29% | FAIL<br>30-39%* | UNSATISFACTORY<br>40-49% | SATISFACTORY<br>50-59% | GOOD<br>60-69% | EXCELLENT<br>70-79% | EXCEPTIONAL<br>80-100% |
|---|---|---|---|---|---|---|---|
| **1. Research-informed Literature**<br>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.<br>Referencing conventions largely ignored. | Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources.<br>Referencing conventions used inconsistently. | References to a limited range of mostly relevant sources.<br>Referencing conventions not always applied consistently. | Inclusion of research-informed literature, including sources retrieved independently. Some omissions and minor errors.<br>Referencing conventions mostly consistently applied. | Inclusion of a wide range of research-informed literature, including sources retrieved independently.<br>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.<br>Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied. | Outstanding knowledge of research-informed literature embedded in the work.<br>Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied |
| **2. Knowledge and Understanding of Subject**<br>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.<br>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.<br>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**<br>Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence | Unsubstantiated generalisations, made without use of any credible evidence.<br>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.<br>Ideas/findings sometimes illogical and contradictory.<br>Generalised statements made with scant evidence.<br>Conclusions lack relevance. | Evidence of some logical, critical thinking and some attempts to synthesise, albeit with weaknesses.<br>Some evidence to support findings/ views, but evidence not consistently interpreted.<br>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.<br>An emerging awareness of different stances and ability to use evidence to support the argument.<br>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.<br>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<br>0-29% | FAIL<br>30-39%* | UNSATISFACTORY<br>40-49% | SATISFACTORY<br>50-59% | GOOD<br>60-69% | EXCELLENT<br>70-79% | EXCEPTIONAL<br>80-100% |
|---|---|---|---|---|---|---|---|
| **4. Practical Application and Deployment**<br>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.<br>Little or no appreciation of the context of the application. | Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence.<br>Flawed appreciation of the context of the application. | Some awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques.<br>Some appreciation of the context of the application. | A satisfactory and appropriate application of standard methods, materials, tools and/or techniques.<br>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.<br>Very good consideration of the context of the application, with perceptive use of examples, where relevant.<br>Evidence of some originality, innovation and creativity. | An advanced application of a range of methods, materials, tools and/or techniques.<br>The context of the application is well considered, with extensive use of relevant examples.<br>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**<br>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.<br>Little or no evidence of autonomy in the completion of tasks.<br>Work is poorly structured and/or largely incoherent. | Media is poorly designed and/or not suitable for the audience.<br>Poor independent or collaborative initiative.<br>Work lacks structure, organisation, and/or coherence | Communication is not clear.<br>Limited independent work and limited involvement in group activities.<br>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.<br>Can work effectively autonomously and as part of a team, with some involvement in group activities.<br>Mostly coherent work and is in a suitable structure. | Can communicate well, confidently and consistently in a suitable format.<br>Can work very well autonomously and as part of a team, with very good contribution to group activities.<br>Work is coherent and fluent and is well structured and organised. | Can communicate professionally and, confidently in a suitable format.<br>Can work professionally autonomously and within a team, showing leadership skills as appropriate, managing conflict and meeting obligations.<br>Work is coherent, very fluent and is presented professionally. | Can communicate with an exceptionally high level of professionalism.<br>Can work exceptionally well and professionally autonomously and within a team, showing advanced leadership skills.<br>Work is exceptionally coherent, very fluent and is presented professionally. |