

University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Music Research Practice			
Code: MUSC09021	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Iain Taylor		
Summary of Module			
<p>This module introduces students to the practice and philosophy of research, providing an introduction to data collection and analysis issues and techniques appropriate for the study of music-related cultures, industry and practice. Students will be introduced to the main concepts and issues involved in the design of research proposals, and the key stages of carrying it through to fruition, being designed to provide the initial basis for the dissertation project that students will undertake at Level 10 as part of the Creative Research Project 60 credit module.</p> <p>Introducing principles underpinning research as an academic practice through workshops on specific methodological approaches, the ethics of research and the collection and use of data. Students will work through a series of case study projects that demonstrate the appropriateness of different methods for building an understanding of various music-related phenomena, from the practice, consumption and production of music from both a music industries and socio-cultural perspective.</p> <p>In particular, students are encouraged to engage with the course materials and practical exercises in the context of their own professional and personal development, with a view of building a basic knowledge of research practice and a more specific practical skills-set in preparation for their entering the workplace and/or continuing onto further study.</p> <ul style="list-style-type: none"> • To design a small scale music-based research project • To prepare the first three chapters towards a level 10 research project • Acquire the academic skills to approach a research based academic career 			
Module Delivery Method			

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Roma / Bari (TNE)

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2		Term 3	
	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate knowledge of key methodological approaches in music, media and communication related research (assessment in the form of a research proposal)
L2	Critically assess research processes and practices with particular awareness of the relationship between theory, research practice and real world context (assessment in the form of a research proposal)
L3	Demonstrate knowledge of the practical, theoretical and ethical aspects of at least two methods of collecting, managing and analysing empirical data at a basic level (assessment in the form of a research proposal)
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 9 Broad understanding of the key theoretical and methodological approaches to research practice and how they may be

	<p>employed in the study of music-related cultures, contexts, practices and processes.</p> <p>Understanding of main stages involved in carrying out research, including considerations of a logistical, analytic and ethical nature.</p> <p>Understanding of how to approach the design and implementation of a simple research project, with reference to at least two methods of data collection, management and/or analysis.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>A critical understanding of the decision-making processes involved in selecting and applying specific methods for research practice.</p> <p>Critically reviewing the body of research methods literature associated with the study of music-related cultural production and consumption.</p>
Generic Cognitive skills	<p>SCQF Level 9</p> <p>Communicating the central ideas, concepts and issues associated with researching music-related socio-cultural phenomena.</p> <p>Drawing on a range of academic, popular media and historical sources in making judgments regarding the applicability of certain theoretical frameworks drawn from the field of Popular Music- and Cultural-Studies.</p> <p>Identify and analyse routine problems and ethical issues involved in the empirical study of music-related contexts and practices.</p> <p>Draw on a range of research methods literature and industry-research sources in making judgments about the suitability of a range of methodological approaches for the study of music-related phenomena.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Assimilate, synthesize and communicate complex arguments regarding the principles underpinning the practice of research.</p> <p>Using a range of IT applications to support and enhance work.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Exercising initiative and independence in carrying out defined desk-based research activities and the design of a basic research project proposals.</p>

	Systematically identifying and addressing their own learning needs both in current and in new areas, under guidance.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	30
Tutorial/Synchronous Support Activity	6
Choose an item.	164
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Gray, D. E. (2022) *Doing Research in the Real World*, 5th Edition. London: SAGE

Reid, A., Da Costa, N. P., Carrigan, J. (Eds) (2020) *Creative Research in Music: Informed Practice, Innovation and Transcendence*. New York: Routledge

Kara, H. (2020) *Creative Research Methods: A practical guide*. Bristol: Policy Press

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Attendance and engagement with all in-person and directed study activities.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Arts & Media
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Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Arts & Media
Moderator	Kenneth Forbes
External Examiner	R Nowak
Accreditation Details	JAMES
Changes/Version Number	2

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – **Written Assessment 100%**

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Written Assessment	X	X	X	100%	36

Combined Total for All Components	100%	36 hours
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Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)