



# **Bachelor of Arts in Film & Creative Media**

Level 7, 180 ECTS

## **Programme Handbook**

September 2022

## Welcome / Céad Mile Fáilte

Welcome to DBS where we will help you realise your ambition. We have an international reputation for high quality teaching and learning and our intention is to do everything we can do to support you during your time with us.

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. We have five campuses in Dublin's city centre and nationalities from over 50 countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from psychology to film, business to data science and business analytics, marketing to culture and psychotherapy, from accounting and finance through law, arts and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and delivering an outstanding student experience.

The information contained in this handbook is crucial to your learning. It provides important information on your programme, your assessments and the key individuals you will meet. For these reasons, we want you to constantly read and refer to this handbook, and use it as a key information source during your time with us.

We are dedicated to ensuring that you have a rewarding and fulfilling experience while studying at DBS and through your programme of study, you begin to realise your ambitions and your personal goals.

Good luck on your journey!

A handwritten signature in a blue, cursive script that reads 'Tony'.

Dr Tony Murphy

Dean

## A New Home and a Sense of Community

I hope you will feel at home here in Dublin and that you will feel the warmth and friendliness of the Irish people. I also hope that your experience at the DBS Arts, Languages and Study Abroad Department will contribute to your academic, personal and professional development.

DBS is Ireland's largest private third level institution with more than 9,000 registered students in a diverse range of Film, Psychology Business, Law and Arts courses at undergraduate and post-graduate level. DBS Study Abroad students are registered as DBS students and have full access to all the facilities and services of DBS including library, IT, cafeteria and student services.

We, as a team, believe that your academic pursuits will contribute to us becoming a better institution through the active involvement of faculty, staff, students, employers and alumni in the life of the college. DBS encourages you to collaborate with faculty and staff on research, creative and academic projects, and to share the results of your work with a wider community of scholars.

This handbook will give you all the academic information you require for your course here in the Dublin Business School. If there is anything you would like us to clarify, do please let us know.

Finally, on behalf of the management team at DBS, all the teaching staff and myself, we all wish you an excellent and rewarding time with us.

*Michael Kielty*

Michael Kielty

**Head of Department – Arts,  
Languages & Study Abroad**  
michael.kielty@dbs.ie



## Section 1 People

### 1.1 Programme Administration

If you have any questions or concerns about any aspect of your programme, or a problem relating to any aspect of your time here at DBS you should contact the Head of Department or Programme Coordinator.

If they cannot tackle the question or problem themselves, they can help you identify the person who can and they will refer you on to them. Below is short description of the people you will meet on your programme:

- **Head of Department – Arts, Languages & Study Abroad**

The **Head of Department** is Michael Kielty is from Dublin and has over 25 years of experience working with students from Ireland, Europe, USA and everywhere! He is responsible for ensuring academic quality and standards for programmes (particularly in the areas of teaching, learning and assessment). He is the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. He works to ensure programmes contain high quality teaching and learning and he is committed to enabling strong academic outcomes.

**Michael Kielty**  
Head of Department- Arts, Language  
and Study Abroad Programmes



Extension: 605  
Email: [michael.kielty@dbs.ie](mailto:michael.kielty@dbs.ie)

### 1.2 Main Points of Contact for the programme:

It is important that you know whom to contact in the first instance

Query	Please Contact
Programme Queries – Dublin	Michael Kielty <a href="mailto:michael.kielty@dbs.ie">michael.kielty@dbs.ie</a>
Modules/Course/Assessment Queries	Your lecturer

<b>Sports, clubs and societies</b>	DBS Student Experience Department, 4 <sup>th</sup> Floor Castle House
<b>Counselling requirements</b>	<b>Telephone:</b> + 353 1 679 8171 ( <i>24 Hours</i> )

### 1.3 Teaching Team:

Teaching and learning strategies are intended to facilitate you taking ownership of, and responsibility for, your own learning in partnership with the academic faculty. Strategies are based on a combination of structured tuition, student centred learning, and methods used will include:

- lectures,
- workshops,
- assignments,
- study-tours,
- co-curricular activities,
- case studies,
- group work, and
- discussions.

You will be actively encouraged and assisted to manage their own studies outside of lectures. This will be facilitated by teaching styles and methods adopted and by placing greater emphasis on practically focused assessment. Special consideration is given to the your learning needs and involves pace of delivery, access to consolidated learning on Moodle (Virtual Learning Environment) and the effective use of the Library and the faculty support as a resource.

Your lecturer will outline their office appointment hours to you on their Moodle page. You can send an email to them by using the following format: [firstname.familyname@dbs.ie](mailto:firstname.familyname@dbs.ie).

### List of Lecturers



Dr. Piotr Sadowski  
Email: [piotr.sadowski@dbs.ie](mailto:piotr.sadowski@dbs.ie)  
Extension: 608



Stephen Henderson  
Email: [stephen.henderson@dbs.ie](mailto:stephen.henderson@dbs.ie)  
Extension: 576





Dr. Barnaby Taylor  
Email: barnaby.taylor@dbs.ie  
Extension: 554



Claire Dix  
Email: claire.dix@dbs.ie



Conor Murphy  
Email: conor.murphy@dbs.ie  
Extension: 707



John Gunning  
Email: john.gunning@dbs.ie  
Extension: 672



Kenny Leigh  
Email: kenny.leigh@dbs.ie



Matthew Nolan  
Email: matthew.nolan@dbs.ie  
Extension: 606

## Section 3 Rules & Regulations

### 3.1 Why Attendance is important?

Students with the highest attendance receive the highest grades. You are required to commit to full attendance at all courses, modules and related activities. Regular and punctual attendance is essential to successful academic achievement. You are responsible for managing your time to ensure satisfactory attendance is achieved.

### 3.2 Why Attendance is monitored?

Firstly, we want to make sure you are not hindering your academic progress. We encourage high attendance levels by investing substantial time and resources in tracking and following up on poor

attendance. Attendance records are kept for all classes. It is your responsibility to comply with attendance monitoring processes and procedures, including electronic or paper-based systems.

Secondly, it is a legal requirement. There are strict regulations regarding the class attendance of non-EU learners. These regulations have been set by the Department of Justice and Equality, and are enforced by the Irish Naturalisation and Immigration Service (INIS). In keeping with official regulations, DBS enforces a strict attendance policy for Visa holding learners from the USA.

All international learners are required to attend classes to the levels specified by the Department of Justice and Equality and monitored by INIS. Full details of requirements can be obtained from INIS or through contacting the DBS International Office in Student Services. In addition, the following rules apply:

### 3.3 Illness:

#### **First and Second Day of illness**

If you are ill, you must notify [laura.mulqueen@dbs.ie](mailto:laura.mulqueen@dbs.ie) on the very first day and on the second day. It is polite to also notify your lecturer.

#### **Third or subsequent days of illness**

If you are ill for more than two days, you are required to submit a medical certificate from a qualified registered medical practitioner. This will be taken into account when calculating their attendance rate. The medical certificate must be provided within 5 working days of the period of absence. Failure to do so may have implications for your status with INIS. You are also required to attend meetings arranged by the college to investigate poor attendance records

#### **Religious Observation:**

Students can apply to the Head of Department – Michael Kielty [michael.kielty@dbs.ie](mailto:michael.kielty@dbs.ie) to be excused from class for designated observation of religious holidays. This must be done in advance in writing and by email.

**Please Note:** Religious observation is defined by days recognised in the Republic of Ireland as designated days of faith by statute.

#### **Compulsory Attendance –CoCurriculars & Site Visits**

Attendance on co-curricular and study tour events is also compulsory. This is because your learning is linked directly to the curated experience of your lecturer. It is a group activity, shared and meaningful to you as part of that academic community.

#### **Falsifying Attendance Records**

Any attempts to falsify attendance records including, but not restricted to scanning cards of fellow learners, or requesting a fellow learner to scan your card when absent, is considered a disciplinary offence and will be referred to the Disciplinary Committee where penalties up to an including dismissal from the College may be applied.

#### **Queries about your attendance records**

It is your responsibility to ensure accurate and honest recording of your attendance. Attendance is recorded on Moodle for you to view your record. You should check this record, ideally on a daily basis.

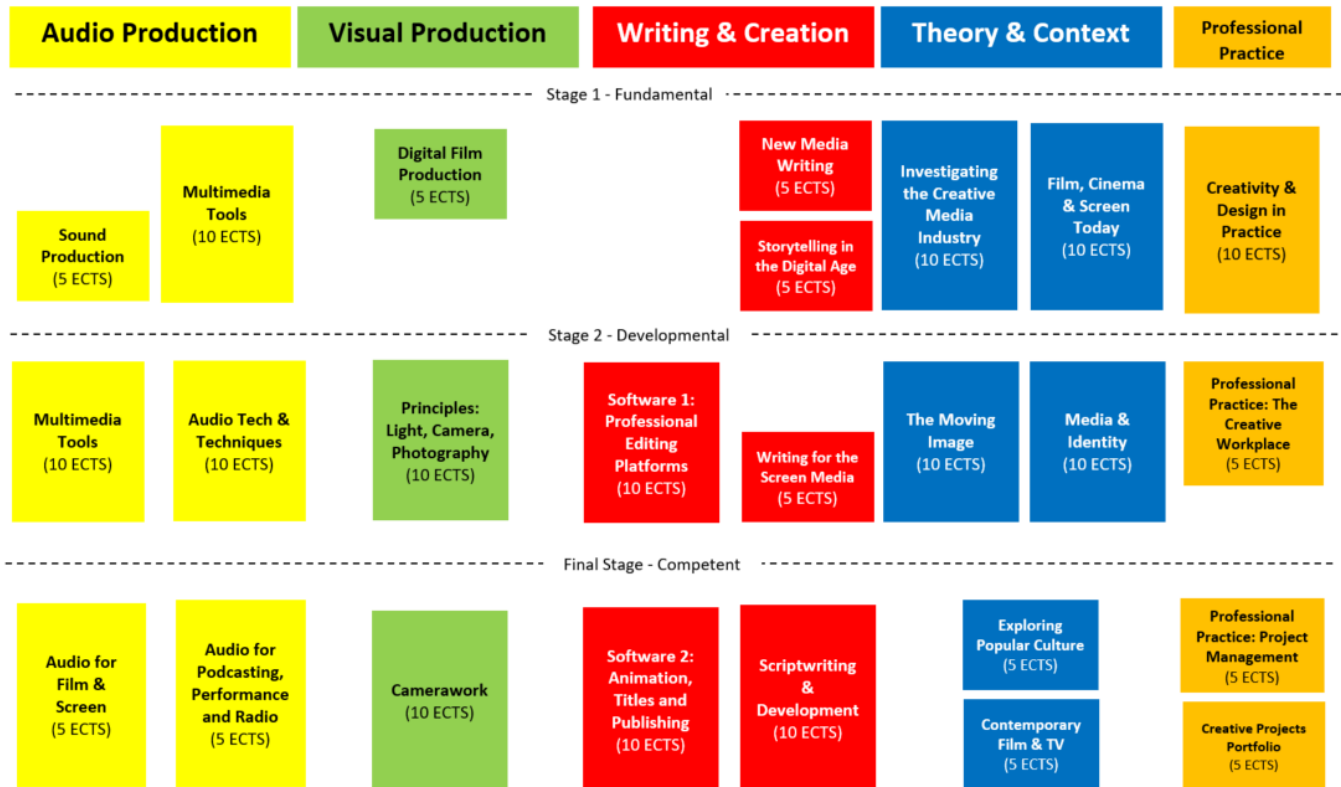
### **3.4 Punctuality & Behaviour**

Learners are required to arrive for classes punctually and remain present for the duration of the class. Learners are required to actively participate in the class and follow the reasonable instruction of their lecturer.



## Section 4 – Syllabus & Assessment Schedule

### Modules per Stage (Year)



## Assessment per Year (Stage)

### Year 1

Stage	Module title	ECTS	Assessment Details	
1	Multimedia Tools	10	Multimedia Toolkit Portfolio	100%
1	New Media Writing	5	Online Essay	50%
			Inbound Marketing Blog	50%
1	Investigating the Creative Media Industry	10	Essay	50%
			Interview	50%
1	Film, Cinema & Screen Today	10	Literature Review	20%
			Group Presentation	40%
			Essay	40%
1	Creativity & Design in Practice	10	Project Exhibition Delivery	60%
			Reflective Analysis Report/Blog	40%
1	Sound Production	5	Audio application	25%
			3-4-minute audio piece	75%
1	Digital Film Production	5	Pre Production Material	30%
			Production Crew Role	70%
1	Storytelling in the Digital Age	5	Response Piece	30%
			Digital Storytelling Exercise	70%

Year 2

Stage	Module title	ECTS	Assessment Details	
2	Audio Tech & Techniques	10	Audio recording	40%
			Multi-track recording.	60%
2	Principles: Light, Camera, Photography	10	Critical research essay	40%
			Digital photo portfolio	60%
2	Software 1: Professional Editing Platforms	10	Rough Cut of Short Film	50%
			Final Cut of Short Film	50%
2	The Moving Image	10	Blog – 10 Responses	40%
			Research Essay	60%
2	Media & Identity	10	Short Essay and Reflection	25%
			Presentation and Report	25%
			Blog Post	25%
			Short Essay and Reflection	25%
2	Professional Practice: The Creative Workplace	5	Written Report	100%
2	Writing for the Screen Media	5	Treatment for short film	50%
			Script for short film	50%

Year 3

Stage	Module title	ECTS	Assessment Details	
Final	Audio for Podcasting, Performance & Radio	5	A selection of work	40%
			Final production piece	60%
Final	Camerawork	10	Booklet for Visual Approach	30%
			Camera Operation; Short Film	70%
Final	Scriptwriting and Development	10	Ten page film script	40%
			Preproduction and production of a short film	40%
			Postproduction of a short film*	20%
Final	Software 2: Animation, Titles and Publishing	10	Title Sequence Design	25%
			Title Sequence Creation	25%
			Billboard Replacement	25%
			3D Camera Animation	25%
Final	Exploring Popular Culture	5	Individual essay	50%
			Group presentation	50%
Final	Professional Practice: Project Management	5	Case Study – Group Report	50%
			Presentation of Findings	50%
Final	Audio for Film & Screen	5	Produce and export a video	25%
			Live multi-track audio	75%
Final	Contemporary Film and Television	5	Individual Essay	50%
			Group Presentation	50%
Final	Creative Projects Portfolio	5	Project Proposal Document	20%
			Project Delivery and Presentation	60%
			Reflection and Analysis Document	20%

## Section 5 Assessment

### 5.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module or course. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity. Assessment types will include:

- Responses
- Media Artefacts
- Essays
- Blogs
- Reports
- Presentations
- In-class Tests
- Photo-Essays

It is important that you familiarise yourself with the format and number of assessments, assessment weighting, and due dates. These are published in the Module Guide, which is available on Moodle. An Assessment Brief is also published for each individual piece of continuous assessment. This will give details on the format, weighting and due date, as well as set out what task you are required to complete in the assignment. It also gives the marking scheme for each assignment, and you should use this to guide your completion of the assignment.

All assessments are marked and graded by your lecturer, and are reviewed by an internal moderator and an external examiner. This is to ensure fairness, consistency of marking and the correct standard across all assessment. Results are always provisional until they are approved by the external examiner and are processed through the programme exam board. The purpose of an exam board is to formally ratify results and determine award classification (for more information please refer to the Quality Assurance Guide).

The assessment schedule is published on Moodle. This schedule lists the due dates for all your assessments due over the academic year. The schedule ensures that the workload is balanced across the academic year. The exam timetable is published on the exam page in the DBS current student area and is usually available about four weeks in advance of the end of year exams.

Your goal is to achieve the highest mark possible in your assessment.

- Complete ALL assessment components.
- Submit all assessment on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard.
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always complete the required number of questions in an exam.
- Practice writing out answers for end -of term exams by doing previous papers, in particular handwriting answers to ensure that you are writing is legible.

- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the Disability Officer well in advance of any assessment or exam dates.

## 5.2 Reassessment

There are no re-assessment opportunities for this programme

## 5.3 Grading Criteria

Overleaf are the main grading criteria used to grade your academic work. Please refer to the specific module guide to understand how your grades are earned.

### Blog Grading Criteria

Components	Points Scale			
	3	2	1	0
<b>On Time</b>	Post is completed on time			Post is late.
<b>Content</b>	Post is on topic and relevant. Posts includes at least one link to website/image/video/etc.	Post is on topic and relevant. Post does not include another link.	Post rambles off topic. Post does not include other link.	Post is incomplete or irrelevant.
<b>Quality</b>	Expresses 2 academic insights and reflections in your own words.	Expresses 1 academic insight or reflection in your own words	Summarizes information but does not express reflections or contain academic insights.	Post is incomplete or irrelevant.
<b>Mechanics</b>	Effective use of spelling, grammar, & punctuation Uses a semi-formal tone. Reference throughout	Contains some errors in spelling, grammar & punctuation. Uses a semi-formal tone. Not fully referenced	Frequent errors in spelling, grammar & punctuation. Uses a semi-formal tone. Poor referencing attempt.	Excessive use of jargon, text-speak, or slang. Tone is too informal for class.



**Marking Criteria Essays/Reports: Continuous Assessment**

**Quality of argument (20%)**

	4	3	2	1	
The argument fully addresses the question					The argument fails to address the question
Logically developed argument					Writing rambles and lacks logical continuity
Writing well-structured through introduction, body and conclusion					Writing poorly structured, lacking introduction, cohesive paragraphing and/or conclusion
Material relevant to topic					Much material is not relevant
Topic dealt with in depth					Superficial treatment of topic

**Quality of evidence (20%)**

	4	3	2	1	
Argument well supported by evidence and examples					Inadequate supporting evidence or examples
Accurate presentation of evidence and examples					Much evidence incomplete or questionable
Effective use of figures and tables					Figures and tables little used or not used when needed
Illustrations effectively presented and correctly cited					Illustrations poorly presented or incorrectly cited

**Written expression and presentation (20%)**

	4	3	2	1	
Fluent and succinct piece of writing					Clumsily written, verbose, repetitive
Grammatical sentences					Many ungrammatical sentences

Correct punctuation						Much incorrect punctuation
Correct spelling throughout						Much incorrect spelling
Legible, well set out work						Untidy and difficult to read
Reasonable length						Over/under length

## Referencing (20%)

	4	3	2	1	
Adequate number of references					Inadequate number of references
Adequate acknowledgement of sources					Inadequate acknowledgement of sources
Correct and consistent in-text referencing style					Incorrect and inconsistent in-text referencing style
Reference list correctly presented					Errors and inconsistencies in reference list

## Demonstrated level of individual scholarship (20%)

	20	15	10	5	
<b>High</b>					<b>Low</b>

**Total:** \_\_\_\_\_

## Presentation Marking Criteria

MARKED OUT OF 100

**Group Name and Class:**

**The Brief:**

TEAM -	SCORING	Max Points 100
<b>SECTION 1 – RULES</b>		
Maximum presentation time – 15 minutes	out of 5	
<b>SECTION 2 – PRESENTATION</b>		
Overall was it <b>professional, organised and well developed</b> (e.g. Product model and Presentation)	1	2 3 4 5
Were the presenters <b>enthusiastic</b> ? Did they show commitment of learning from the experience	1	2 3 4 5
Was all information presented <b>relevant</b> ?	1	2 3 4 5
Was there clear demonstration of <b>teamwork</b> and effective communication between members	1	2 3 4 5
Did the presentation make you want to find out more about them their topic/subject?	1	2 3 4 5
Did every member of the group make a <b>relevant contribution</b> ?	1	2 3 4 5
Did the <b>Report</b> and other documents add value to the presentation	1	2 3 4 5
How well did the team perform in <b>dealing with questions</b> and negotiations/discussions?	1	2 3 4 5
<b>TEAM MARK TOTAL</b>		

<b>Individual Marks</b> Was there are any individuals who deserved a <b>bonus</b> for leadership, presentation skills and/or individual contributions? <i>(each student is given a mark for their contribution)</i>		1	20	30	40	60
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STUDENT NAME	STUDENT NUMBER	60	TEAM MARK 40	FINAL MARK 100

ADDITIONAL COMMENTS

## Section 6 Quality Assurance Handbook

All programmes delivered by DBS are delivered within a robust and established quality assurance infrastructure encapsulated by a *Quality Assurance Handbook*. This is available on the DBS website: <https://students.dbs.ie/registrar-office/qah>.

**Quality Assurance Handbook –  
Key Assessment & Regulations Reminders**

<p><b>LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3)</b> Students generally only have FOUR (4) opportunities to complete a module successfully If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt Dissertation modules usually only allow TWO (2) opportunities. Students who Exhaust their opportunities will be Withdrawn from their programme</p>	<p><b>PMCs (QAH B.4.3)</b> Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam. PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting. PMCs are not automatically approved. PMCs require supporting evidence where available.</p>	<div style="background-color: #0070C0; color: white; border-radius: 50%; padding: 5px; margin-bottom: 5px;">PMC FORM</div> <div style="background-color: #C00000; color: white; border-radius: 50%; padding: 5px;">LEARNER SUPPORTS</div>
<p><b>CAPPED MODULE GRADES (QAH 5.5.3)</b> A repeat attempt on a module incurs a capped mark of 40% on the overall module mark. The individual components may achieve the full grade, but for Transcripts and Award Calculations, a repeated module will be counted as achieving 40%.  <b>If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.</b></p>	<div style="background-color: #0070C0; color: white; padding: 20px; border-radius: 50%; display: inline-block;"> <b>Quality Assurance Handbook</b>  (2019)         </div>	<p><b>LATE SUBMISSION PENALTY (QAH B.5.4)</b> Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline. Submissions <b>will not be graded</b> if these are received more than 2 weeks after the original deadline.</p>
<p><b>ACADEMIC INTEGRITY (QAH B.3.3)</b> Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified. Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college. The Library has classes and support guides on Academic Referencing, Urkund, etc.</p>	<p><b>APPEALS (QAH B.3.5)</b> Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results. Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal. <b>Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal.</b> Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.</p>	
<div style="background-color: #0070C0; color: white; border-radius: 50%; padding: 5px; display: inline-block;">LIBRARY SUPPORT - REFERENCING</div>	<div style="background-color: #0070C0; color: white; border-radius: 50%; padding: 5px; display: inline-block;">APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES &amp; FORMS</div>	

### 6.2 The Learner Charter

The DBS Learner Charter, which was revised in early 2022 to reflect the challenges of engagement, defines a number of DBS and learner commitments that will foster a supportive, constructive and positive learning environment for students at DBS.

## Section 7 Conclusion

We hope you have found the programme handbook helpful. If you have any queries, please contact your Course Director or Programme Coordinator. Contact details are in *Section 1* of this handbook.

Your Calendar for the year is [HERE](#)

Enjoy your time at DBS!