



Masters of Arts in Film and Creative Media
NFQ Level 9, 90 ECTS

Programme Handbook

Arts, Languages and Study Abroad

September 2024

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!

Lori Johnson

Lori Johnson

Dean

A New Home and a Sense of Community

I hope you will feel at home here in Dublin and 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



Contents

Welcome / Céad Mile Fáilte	1
1.1 Programme Administration	5
1.2 Main Points of Contact for the programme:.....	5
1.3 Teaching Team:	6
Section 2: Programme Details	8
2.1 Aims of the Programme	8
2.2 Programme Learning Outcomes	9
2.3 Programme Structure	10
2.5 Teaching and Learning Strategy for a multi-modal environment.....	10
Section 3 Rules & Regulations	12
Section 4 Modules, Assessment & Calendar	14
Section 5 Assessment	15
5.1 Introduction to Assessment.....	15
5.2 Reassessment.....	16
5.3 Grading Criteria	16
5.4 Feedback	16
5.5 Academic Integrity	16
5.6 Late Assignment & Extensions	17
5.7 Group Work.....	18
5.8 Module Documentation.....	19
5.9 Module Assessment.....	19
Section 6 Quality Assurance Handbook	20
6.1 Key Assessment Regulations.....	Error! Bookmark not defined.
Section 7 Supporting Student Success	20
7.1 The Learning Charter.....	20
Section 8 My Career	22
8.1 Student Careers	22
Section 9 My Student Life	23
9.1 Peer Mentor Programme	23
9.2 Class Reps.....	23
9.3 Student Council	23

9.4 Student Entertainment	24
9.5 Social	24
9.6 Societies	24
9.7 IT Helpdesk.....	24
9.8 DBS Library	24
Section 10 My Health and Wellbeing	25
10.1 Counselling Services	25
10.2 Disability and Inclusion	25
10.3 Student Well-Being Programme	25
10.4 The Student Engagement and Success Unit.....	26
10.4.1 SESU Support Workshops	27
10.4.2 My Student Engagement Dashboard	27
Section 11 Conclusion	29

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:

- **Your Programme Coordinator**

The Programme Coordinator is Adam Kelly. The Programme Coordinator will provide administrative support to the **MA in Film & Creative Media** programme and ensure you are provided with full details of your programme of study. The Programme Coordinator is the first point of contact for you on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect your learning and for documentation you may need or DBS may need as part of your study-time here.

- **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 is 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.

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
Questions about Programme	Adam Kelly adam.kelly@dbs.ie
Programme Queries	Michael Kielty michael.kielty@dbs.ie
Modules/Course/Assessment Queries	Your lecturer
Sports, clubs and societies	DBS Student Experience Department, 4 th Floor Castle House
Counselling requirements	Telephone: + 353 1 679 8171 (24 Hours)
Attendance	Adam Kelly adam.kelly@dbs.ie

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,
- co-curricular activities,
- case studies
- group work, and
- discussions
- practical workshops
- studio teaching

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 .

There are also other valuable points of contact and support in DBS such as [Student Services](#), [the Student Engagement and Success Unit](#), [Student Welfare and Support](#), [IT Helpdesk](#) and the award winning [DBS Library](#). Your DBS Handbook and the [DBS website](#) will contain more information on these and other great DBS services and supports.

List of Lecturers



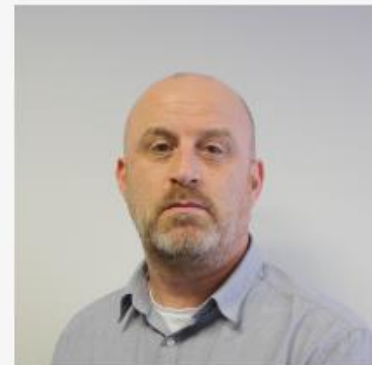
Dr. Piotr Sadowski
Email: piotr.sadowski@dbs.ie
Extension: 608

Screen Theories 1



Matthew Nolan
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Extension: 606

*Research Methodology
Creative Project: Digital Story
Worlds*



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

Screen Theories 2



Claire Dix
Email: claire.dix@dbs.ie

Writing for Screen Industries 1



Conor Murphy
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*Film & Creative Media:
Contemporary Industry Practice*

James Mackin
Email: james.mackin@dbs.ie
Audio Content Creation



Kenny Leigh
Email: kenny.leigh@dbs.ie

Visual Content Creation

David Williams



Academic Director in Computing
Contact Details
david.williams@dbs.ie

*Writing for Screen Industries 2:
Video Game and Animation*

Sarah Cleary
Email: sarah.cleary@dbs.ie
Creative Event Operations

Section 2: Programme Details

2.1 Aims of the Programme

The *MA in Film and Creative Media* (90 ECTS, NQF Level 9) programme aims to provide a broad and detailed awareness and understanding of the Film and Creative Media Industries, with embedded creativity and exposure to developing cultures of media convergence. Within the modules learners can select specific creative areas such as screenwriting, creative writing, motion graphics and digital filmmaking and audio production. Specifically, the aim is to engage learners with current critical and theoretical debates relating to film and creative media to provide an appreciation of the trends and technologies. It is aimed that the analytical skills necessary for an understanding of film as audio-visual media will be provided in a lively and supportive studying environment which stimulates enjoyment and independent study that will focus on:

- researching and developing Creative projects
- the critical and commercial realities of the creative process
- writing and developing screen and broadcast and creative projects from proposals treatments and grant applications to screenplays and final projects.

Additionally our aim is to provide learners with theoretical knowledge and practical skills in conventional, emerging and new media, by combining traditional communication and media production skills, such as photography and video production, with high-level training in multimedia production, processes and design. On successful completion of this programme, learners will be able to access work opportunities in a variety of roles in, and between, traditional and new media roles. This aim will be achieved by:

- regular input from creative practitioners and industry experts
- encouraging live projects which will allow students to develop their professional careers alongside their studies
- building a strong creative portfolio and developing Creative Projects of a professional standard which engage with external audiences and industry and provide a career enhancing springboard.

Building competencies through the three key elements underpinning the programme (the teaching element, the research element and the creative project element) to the advanced stage of competency, the aim of the programme is to provide a challenging intellectual training, a foundation of personal and creative skills learners entering the world of work on graduation, together with a suitable basis for those who wish to pursue further practice, research and work in the relevant subject or subjects. Ultimately, the graduate will experience and benefit from the aims of the programme in developing a range of subject specific, academic and transferable skills, including high order conceptual literacy and communication skills of value in graduate employment.

The *MA in Film and Creative Media* has been designed with an integrated delivery from end-to-end covering a wide range of historical, theoretical, values, aesthetical and ideological topics whilst providing a focus on professional practices and applications required for the film and creative media industries. Learners who complete the *MA in Film and Creative Media* programme (including the 5

ECTS research proposal and the 30 ECTS, *The Creative Project: Digital Story World* module) will also have developed and enhanced their research capability through critical enquiry, detailed analytical problem solving and production management. In *The Creative Project: Digital Story World* learners will realise, develop and showcase their creative ideas and skills to the public and prospective employers in the form of projects exhibited at the annual end-of-year *DBS Arts Week Creative Showcase* event. Additionally, learners will engage with professionals through the 10 ECTS *Film & Creative Media: Contemporary Industry Practices* module.

2.2 Programme Learning Outcomes

The Programme Learning Outcomes of the *MA in Film and Creative Media* have been informed by the QQI Art & Design Awards Standards. On successful completion of the *MA in Film and Creative Media* programme graduates will be able to:

MIPO 1	Critically engage with a range of practitioners' work and methodologies in film and creative media to demonstrate a detailed knowledge of practices, theories, concepts and processes and the health and safety codes of the industry that will inform a creative learner's future work.
MIPO 2	Critically evaluate complex approaches to the creation and manipulation of visual, audio and other media using existing and emerging technologies whilst cognisant of developments and limitations in film and creative media from a number of practices and sources.
MIPO 3	Master the creation of a significant creative project through research, investigation or development, by demonstrating specialised technical, visual, creative and conceptual skills.
MIPO 4	Critically analyse, evaluate and synthesise using advanced judgement to identify, evaluate and employ creative design strategies in the development and communication of imaginative and creative ideas and to defend methodologies and choices made.
MIPO 5	Design and construct, as a creative entrepreneur, communicating to clients and audiences the utility of creative content and placing research within the context of both the creative industries and the film and creative discipline.
MIPO 6	Interact and communicate effectively and comfortably with people from different social, cultural and professional backgrounds on projects of an interdisciplinary nature by negotiating, leading and being led using a variety of professional work practices.
MIPO 7	Demonstrate evidence of autonomy, having developed such skills as leadership, teamwork, collaboration, networking, the use of appropriate language and tone and other skills related to personal and professional development.
MIPO 8	Practise in ways which draw on critical reflection on own and others' roles and responsibilities and the effectiveness of their study of Film and Creative Media in its cultural, social and historical meaning, and develop communication and interpersonal skills.

2.3 Programme Structure

Semester one provides the learner with a broad curriculum balanced between industry, Context teaching and learning, practical modules and theoretical modules.

Semester two builds on this with a more concentrated focus, while maintaining the balance between the core pillars. Learners will then complete a Creative Project in the third and final semester.

The *Master of Arts in Film and Creative Media* is a 1 year full-time/ two year part-time programme consisting of twelve taught modules and a 30 ECTS Capstone as a Creative Project inclusive of a significant written piece.

2.5 Teaching and Learning Strategy for a multi-modal environment

The teaching and learning (T&L) strategy refers to the teaching modes, approaches, and activities that the lecturer will use to help you work toward achieving the learning outcomes for the module.

Examples of T&L modes include:

Mode	Description
In-class	Where the lecturer and all the students are in the class
Live Online	Where the lecturer and all of the students are online at the same time
Hybrid	Where some of the students are online and some are in the class and the lecturer is either in-class or online
Pre-Recorded	Where the lecturer pre-records a session
On Demand	Where the lecturer has prepared teaching content or activities and made it available to you online for you to engage with at your own convenience

Examples of T&L approaches include:

Approach	Description
Lecture	Where the lecturer presents or talks about concepts, ideas, topics, or theories
Tutorial	Where the lecturer and students engage in a discussion
Workshop	Where the lecturer and students engage in activities either collectively or in groups
Lab Demonstrations	Where the lecturer or students demonstrate processes usually on a computer

Examples of T&L Activities include:

Activity	Description
Case Study	Students review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what students are learning about
Group work	Students are divided into groups to work on a particular activity
Peer Review	Students review and comment on other students' work
Peer discussion	Students engage in a discussion about a topic which the lecturer observes and can contribute to
Quizzes	Students work through a series of short questions
Practical Exercises	Students carry out an individual task during the class
Peer Presentations	Students present either individually or as a group to their fellow students
Controlled Debate	Students are divided into groups and argue the merits of a specific stance on a topic usually determined by the lecturer

Reading	Students engage in a reading activity and either write or report back on what they have read
Watching Videos	Students analyse videos and have peer discussions on what they have seen
Peer Pairing	Students are split into pairs. Individually they carry out a task and then swap their work for the other student to review.
Role Play	Students act out a scenario from the real world for the whole group

Typically, a timetabled class will take place in one mode or another, for example through online, in-class or hybrid mode. The on-demand mode can be used on its own or with any of the other modes.

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into workshop and then finishing with a tutorial approach.

Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, hybrid or in-class. However, some activities and approaches are better suited to some modes.

You will find the specific details of which mode applies to which module in your online timetable as well as in your Module and Assessment Guides. Should you have any queries, please do not hesitate to contact your Programme Coordinator or Module Leader.

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.

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 artsschool@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.iet 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 –Co-Curriculars & 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, and any discrepancies should be brought to the attention of artsschool@dbs.ie

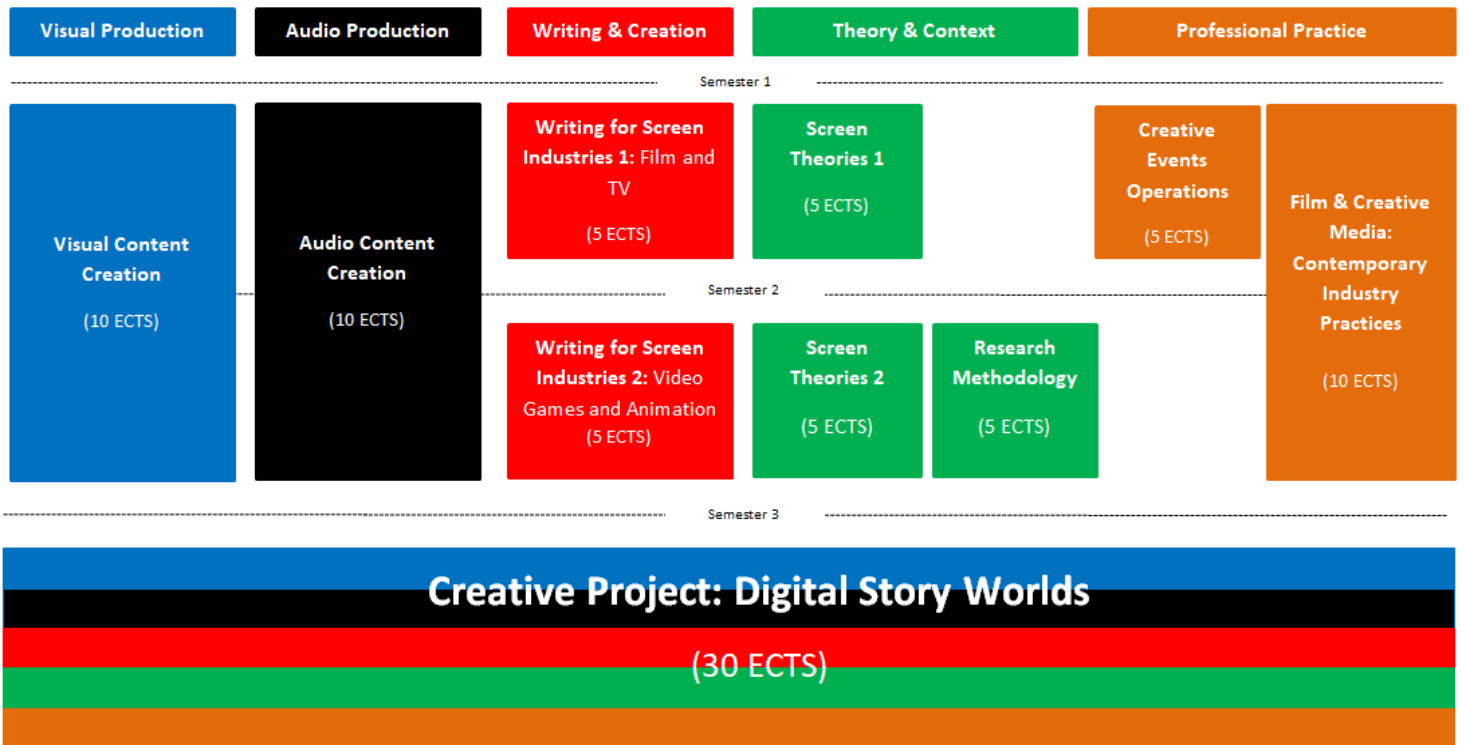
3.4 Punctuality & Behaviour

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 Modules, Assessment & Calendar

Your Academic Calendar is available here: https://students.dbs.ie/docs/default-source/default-document-library/pg-sept-intake_2425cf6137b5c20164af846cff00008abfc9.pdf?sfvrsn=f26053d3_0

Modules per semester



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 Handbook](#)).

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

You will have an opportunity to repeat assignments three more times, if you fail a module. Reassessment dates are notified to you by the Exams Office (for repeat exams) on their [webpage](#) and by the lecturer (for repeat assignments) on the Moodle page.

5.3 Grading Criteria

DBS grades all work submitted by learners on a scale of 0-100 and grades are recorded in percentages. DBS does not use letter grades. The DBS Grading Criteria is criterion-referenced so your evidence of learning is measured against defined statements. Please note that your performance is not graded against the work of others or the class as a whole. In addition, each assessment will have a detailed marking criteria or breaks-down so you can see where the highest marks are allocated and what the assessment is testing so you can complete your assignments knowing what is expected of you.

5.4 Feedback

You will receive two kinds of feedback during your time studying in DBS. On completing of your assignment after 10 working days you will receive summative feedback. This will contain a grade (e.g. 73%) and a written component outlining what you/the group did best, what improvements were needed to get a higher grade and advice on the next steps for your learning. This will refer to the Grading Criteria and marking schemes used.

You will also receive feedback on the way you are learning, the questions you ask and how you are working within the module from your lecturer. This is called formative feedback and you do not receive a grade. The purpose of this feedback is to point you in the right direction and to build your confidence, step by step. This is likely to happen almost every week and will be communicated directly to you, your group or class verbally and sometimes by email. You can reach out to your lecturer if you need more feedback on your progress at any time.

5.5 Academic Integrity

Breaches of Academic Integrity are called 'Academic Impropriety', and this includes cheating, plagiarism, forgery, collusion or any attempt, whether successful or otherwise, to gain an unfair advantage in the examination or assessment process. Learners are advised that DBS takes cases of Academic Impropriety very seriously and will apply penalties up to and including expulsion from the College with no right to return, nor to a monetary refund. This policy applies to all programmes offered by DBS and the illustration below shows the types of activities you should not engage in.

DBS encourages communities of learning, the creation of learning partnerships, and authorised collaboration in assessment. However, all assessment tasks are to be entirely the work of the individual submitting it unless stated otherwise. Any assessments found to contain work the same as, or similar to, that of another learner, past or present, will be considered to be the product of cheating or collusion, and therefore of Academic Impropriety, and penalties for Academic Impropriety will be applied as appropriate.

DBS believes there is no justification for impropriety and claims of stress, financial pressure, ill health or other such instances will not be accepted as justification for Academic Impropriety. Equally, lack of knowledge is not considered a suitable defence. Any learner who believes they are subject to pressure that is impacting their studies and their ability to satisfy assessment requirements is advised to consult Student Services, the Head of Department or module lecturer and request appropriate supports or information on the options available to them.

Academic Impropriety is broadly defined as the intention to secure an unfair advantage through dishonest academic practice in the assessment process. Examples are given below, but this list is not exhaustive, and where any case of alleged or suspected dishonest practice to gain unfair advantage is brought to the College's attention, the procedure for Academic Impropriety will apply. For further information please refer to the DBS Quality Assurance Handbook for further information.

Please note that DBS uses text comparison software. Urkund/ Ouriginal text-matching software and all assessments submitted directly through Moodle are automatically submitted via Urkund/ Ouriginal and a report generated regarding similarities with other texts. Please note, DBS may change from Urkund/ Ouriginal to another equivalent software and in that event, this policy will apply in full.

5.6 Late Assignment & Extensions

Any CA (Continuous Assessment) must be submitted through Moodle by the specified submission deadline, unless an IT issue has precluded this. Any IT issue must be documented and notified to the Programme Coordinator in advance of the submission date.

A penalty of two marks per day will be applied per day or part thereof for an ongoing failure to submit beyond the submission deadline. For the purposes of these penalties, a day is defined as any day of the week, including weekends and public holidays when the College may be closed. An examiner has the right to refuse to mark the assessment if the submission instructions have not been observed.

- Where a late assessment, submitted within 14 days of the deadline, is of a passing standard (i.e. would achieve more than 40% in the normal scheme of things), the late penalty is capped such that the minimum grade that can be awarded is 40% for the late submission.
- Where a late assessment is submitted more than 14 days after the deadline, it will receive 0%. The lecturer may, at their discretion, review the submission for feedback.

Where an assessment is undertaken in a group, the piece of work should be submitted in its entirety, and any penalty for late submission incurred applies to all group members. Any learner who becomes aware that a group deadline will not be achieved through a lack of participation of another group member, should make this clearly known to the examiner in advance of the deadline.

Standard exclusions of agreed extensions or personal mitigating circumstances as recognised by the College will apply where these have been agreed in line with the appropriate policy and supported by the necessary independent evidence as applicable. This supporting evidence must be provided to the applicable Programme Coordinator in a timely fashion and include all appropriate documentation the learner wishes to have taken into account.

5.7 Group Work

Where two or more learners present a joint assignment, then each learner in the group is required to submit and retain a copy of the entire assignment. Each member of the group will receive an individual grade for a group assignment. Where an assessment is undertaken in a group, the piece of work should be submitted in its entirety, and any penalty for late submission incurred applies to all group members. Any learner who becomes aware that a group deadline will not be achieved through a lack of participation of another group member, should make this clearly known to the examiner in advance of the deadline.

Where possible, continuous assessments are submitted through the online portal Moodle. The following steps are completed in order to submit online.

1. Learners complete a cover sheet which is added to the front of the assessment.
2. The learner then continues to the assignment submission area of the individual module page.
3. The learner uploads the file which contains their assignment.
4. Once the file has been uploaded the learner clicks the 'send for marking' button.
5. A message appears which states the following: *'By clicking on this button I am aware of the DBS policy regarding cheating, plagiarism and all other forms of academic impropriety. The coursework submitted is my own or my group's work and all other sources consulted have been appropriately acknowledged. I am aware that in the case of doubt, an investigation will be held.'*
6. When the learner agrees to the above, there is a final option to submit the assignment they have uploaded. In advance of the final upload learners are advised to view the Urkund/Original report that has been generated.
7. The learner will then see that their assignment has been submitted with the date and time displaying at the top of the page.

Groups / Student must submit:

- The final group report as specified below as an appendix to the main report. This is not included in the word count.
- A SINGLE word document incorporating:
- Minute notes of group meetings.
- A note from each individual group member specifying the precise nature of their contribution to the final product, and estimating the time involved. This will represent the agreed group position.
- The right is reserved to vary the grade awarded to individual group members should circumstances warrant.

Marks Awarded:

For each submission a group mark is awarded based on the marking criteria. An individual contribution mark is also awarded based on the extent and quality of their contribution.

5.8 Module Documentation

For each of the modules you will find further information on the learning outcomes, topics each week, the required readings, guest speakers, learning resources and assessment activities. In addition to this, the module guide will outline online and on-campus supports available to you throughout your study in DBS.

5.9 Module Assessment

Semester	Module title	ECTS	Assessment Details	% weighting
1 & 2	Visual Content Creation	10	Visual Content Lookbook Visual Content Studio Project Post Production	25% 25% 50%
1 & 2	Audio Content Creation	10	Real world scenario with response in real time & Production template attached with notes Cross module assessment using the audio relative to the final semester creative project.	50% 50%
1	Writing for Screen Industries 1: Film and TV	5	Treatment/script	100%
1	Screen Theories 1	5	Class presentation Research essay	40% 60%
1 & 2	Film & Creative Media: Contemporary Industry Practices	10	Research Essay Interview Research Report	30% 20% 50%
2	Writing for Screen Industries 2: Video Games and Animation	5	Narrative Writing Assignment	100%
2	Screen Theories 2	5	Critical Statement	100%
1	Creative Events Operations	5	Pitch and presentation of an event concept for the Galway International Arts Festival Creation of a comprehensive Event Management Plan for the event concept pitched to the Galway International Arts Festival	30% 70%
2	Research Methodology	5	Academic Poster Presentation Creative Project Proposal	25% 75%
3	Creative Project: Digital Story Worlds	30	Creative Project* Written contextualisation	60% 40%

**It is important to note that there are only two opportunities to successfully complete the Creative Project (the first sitting and one repeat opportunity).*

Section 6 Quality Assurance Handbook

The previous sections set out the structure and requirements of your programme with regard to modules, content and assessment. It is important that all learners are aware that there are College regulations, frameworks and requirements that all learners must adhere to as part of their study with us. The DBS Quality Assurance Handbook (QAH) sets out all DBS's policies relating to student matters, and this set of policies and procedures has been approved through a process with QQI. The QAH is kept under review and policies may be amended or added to address new and emerging issues.

The Quality Assurance Handbook is on the DBS Student website [here](#) and there is a link to it on every Moodle page under **Quicklinks>Academic Policies & Procedures**.

The QAH is divided into sections to signpost you through it and help to identify the areas you may need to access. A list of the sections is given below. The QAH should be your first port of call if you have a question about College regulations, or require assistance with a matter such as an appeal or complaint, for example.

QAH Table of Contents

- [A.1 Governance](#)
- [A.2 Overarching Policies](#)
- [B.1 Learner Admissions](#)
- [B.2 Learner Supports](#)
- [B.3 Learner Conduct, Appeals and Complaints](#)
- [B.4 Programme Participation](#)
- [B.5 Assessment Regulations](#)
- [B.6 Examination Boards and Award Classifications](#)
- [C.1 Learning and Teaching](#)
- [C.2 Programme Development and Review](#)
- [C.3 Transnational Collaborative and Joint Awards](#)

Section 7 Supporting Student Success

One of DBS's strategic objectives is to support student success and enhance the student experience. We enable student success through high-quality services and support. The College provides academic resources, student services, engagement support and infrastructure to provide an outstanding student experience and enable strong academic outcomes. The Student Experience Team ensures that our students have the best possible College-life experience and promotes a DBS community and culture focused on their wellbeing and success. The Team has received awards to recognise their efforts.

7.1 The Learning 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 8 My Career

8.1 Student Careers

The DBS Careers Team are dedicated to ensuring that you are equipped with the right skills to achieve your career goals upon graduation. The Team constantly ask the following questions:

- What is a work-ready graduate?
- What skills does a work-ready graduate need to succeed?
- How can we equip our students with these skills?

During your time in DBS, you will:

- Be given the opportunity to complete a skills self-assessment quiz at various times during your journey in DBS. This will allow you to judge yourself against the skills employers are looking for in graduates, and by following the advice given improve your score throughout your time at Dublin Business School.
- Be asked to complete a number of online mini-modules which will allow you to self-improve across all of the skills employers require from graduates.
- Understand the individual Careers pathway developed for your programme, by following and fully participating in this pathway you will enhance your Career and employment prospects.
- Listen to weekly podcasts with industry influences and leaders
- Attend weekly Careers workshops which have been specifically developed to equip our students for the modern employment market
- Attend Industry events and get the opportunity to talk to recruiters directly
- Have one-to-one sessions with a Careers Coach, which can include areas such as networking, CV preparation, interview skills, job search and building a successful LinkedIn profile.
- have formal and informal opportunities to improve your scores across defined skills, knowledge and attributes that employers are looking for in Graduates.

The Careers Hub is based in Aungier Street behind reception, and the team can be contacted by [e-mail](#).

Section 9 My Student Life

9.1 Peer Mentor Programme

The DBS peer mentor programme is designed to give students across DBS the opportunity to represent and mentor students by sharing their stories and experiences of college life. Our mentors act as positive role models throughout the year to their respective groups and are sources of information, from orientation through to the end of the year. The mentors help make coming to DBS a more welcoming, less daunting experience for everyone. As well as arranging informal meetings and social events with their mentees, the team assists with any queries or concerns that new students may have. Throughout the year this team of students is supported by our Student Experience Team with whatever challenges and issues they face. This academic year we will have over 100 peer mentors divided across three areas - a programme based, regional (by nation) based, and year-based mentors. Each of our student mentors is given continuous high-quality training throughout the academic year to ensure they are fully engaged in our college experience and best prepared to support their mentees.

9.2 Class Reps

DBS was the first private college to engage with USI to train all of our class reps on the NStep Programme. This programme was launched in 2016 by the HEA, QQI and USI, and applies the best principles of student engagement to enhance and enrich the College's interactions with our Class Reps. Early in the Academic year, your lecture will look for a nominated class rep from each class. These will then partake in NStep training and be invited to sit on the Student Council.

Students of each programme are also required to elect a class representative. The role of the class representative will be to feed back any issues or questions the class has. The class representative will also be present at programme team meetings and other academic events.

The class representative system allows any concerns, issues or feedback to be raised back to the programme team in a way that allows formal action and resolution. Where appropriate, feedback can be raised through to the College's highest governing committees, Academic Board and the Senior Leadership Team. Where feedback identifies fundamental issues with the structure or design of a module or assessment, this may result in modifications being made to the programme formally through the Board of Studies process.

More detail about the College's governance committees and processes is available in the [Quality Assurance Handbook](#).

9.3 Student Council

The DBS Student Council welcomes all students appointed or elected to the role of Class Representative, Peer Mentors, Sports Clubs & Society leaders and members of the Students Union. The Council acts as a platform for two-way communication between the college and the student body. Students who represent the Student Council are made aware that they are responsible for collecting feedback from the student body and notifying the college on any specific issues that arise throughout the term.

9.4 Student Entertainment

The Student Experience Team, in conjunction with our Student Union and Societies, organises a full and varied schedule of social and cultural events throughout the year. From Freshers week in September, RAG week, weekly film screenings, cultural excursions and day trips, and the Student Awards in May, there is something for everyone. We also celebrate important cultural and national events such as Holi, Chinese New Year, Eid, St Patrick's Day, 4th July and other National Holidays.

9.5 Social

College Life is about much more than just education. Through our broad range of clubs and societies, our students get to enjoy the full student experience, which extends beyond lectures and exams. The DBS Campus is Dublin City Centre, and we use all of the extra-curricular and recreational opportunities that our unique location offers. DBS recognises that clubs and societies are key to enhancing and enriching a student's experience while in college. We, therefore, encourage all of our students to get involved. Besides doing something that they love and enjoy, they will meet new friends with similar interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

9.6 Societies

All Society Officers take part in a comprehensive training programme which covers areas such as leadership, event management, teamwork and conflict resolution. They feed into a strong support network, led by the Student Experience Team in partnership with Student Union Officers. On successful completion of their tenure, the leaders receive a digital badge which gives official recognition and can be displayed on their LinkedIn profile. The College has over 50 societies across different interests, activity-based, special interests, religions, International and cultural and volunteering and social.

9.7 IT Helpdesk

Support will be provided by the DBS administrative, facilities and IT support services. IT can be contacted for support by logging a ticket: <https://servicedesk.dbs.ie/HEAT/>

9.8 DBS Library

Multiple supports can be accessed through the library. Multiple support classes are available. To see the range of support classes available, or to book a support class please visit the library page: https://libguides.dbs.ie/Academic_Support

Section 10 My Health and Wellbeing

10.1 Counselling Services

DBS offers a free confidential counselling service for all students. This is provided through our counselling partners, MyMind.ie, ensuring confidentiality and a guaranteed appointment with a counsellor within 72 hours. Since COVID-19 these are all provided via on-line and video link services.

In order to access counselling please email the [Student Welfare Officer](#) who will arrange to meet with you and discuss your needs in a sympathetic and confidential manner.

10.2 Disability and Inclusion

DBS have a dedicated Disability and Inclusion Officer who works closely with other areas of the college including Faculty, the Library, and Exams to ensure that any student's special needs are catered for.

The purpose of the Disability Supports Service is to ensure that programmes and facilities are accessible to students with disabilities, long-term medical conditions, and long-term mental health conditions. The Disability Supports Service aims to provide support for these students to assist in their achievement of educational goals. Eligible students should register with the Disability Supports Service to ensure they receive the appropriate assistance during their studies.

We encourage you to register with the [Disability Supports Office](#) as early as possible in order to avail of support and accommodations. We recommend that:

- Students should contact the Disability and Inclusion Officer to make an appointment to discuss their requirements.
- Students must produce a professional assessment of their disability or medical certification of their condition.
- The Disability and Inclusion Officer will put in place the required accommodations.
- Students may liaise with the Disability and Inclusion Officer throughout their time in DBS.

All students who register with the Disability Supports Office are entitled to double the allowance and double the loan period of Library material. Students may also avail of a one-to-one session with the Information Skills Librarian on how to find, evaluate, cite and reference information.

Please note that students at private colleges are not entitled to apply to the Fund for Students with Disabilities which is administered by the Higher Education Authority (HEA) to cover the cost of expensive accommodations, such as classroom assistants, sign language interpreters, assistive technologies, etc. Dublin Business School will endeavour to meet the needs of students within these constraints.

10.3 Student Well-Being Programme

The student Calendar focuses on Health and Welfare early in the College Year, with themed weeks on Mental Well-being, Disability Awareness, and Consent, within the first five weeks of College. These weeks specifically make incoming students aware of the support that they have, both at an

institutional and peer level. DBS facilitates regular student well-being and mental health workshops in conjunction with Jigsaw, The National Centre for Youth Mental Health. These are compulsory for all student officers, and club and society officers, and are open to all other students. We also run regular dyslexia workshops which are always excellently attended.

10.4 The Student Engagement and Success Unit

Dublin Business School (DBS) welcomes and supports all new entrants in their transition to third-level education. As part of this commitment, DBS has established a Student Engagement and Success Unit (SESU), which aims to help all new students at DBS transition successfully into Higher Education. Starting the first year of college is a transition in everyone's life. SESU is there to help learners make this transition, so if learners are having difficulty settling into college or simply making a start in their programme, SESU is there to help.

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 2024/25. These include SESU Drop-in sessions – Tea & Talk, SESU Workshops for Numerical Skills, Academic Writing & IT Skills as well as Research skills & referencing delivered by our Award-Winning Library Team. Our Peer Mentor Programme also provides peer support across all programmes throughout the academic year.

There may be times when learners will need support and assistance with their studies or with personal issues and SESU is there to help.

SESU also keeps abreast of developments in the field of student engagement, curriculum design, policy, writing and teaching learning and assessment.

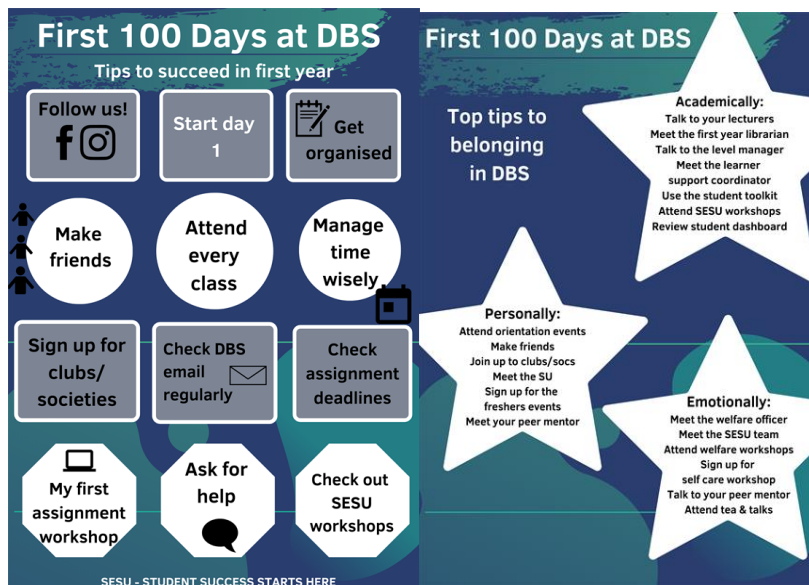
SESU hopes to ensure effective transition by supporting you in progressing to the appropriate course, settling into college life & succeeding as higher education learners. Initiatives to enhance transition include a number of talks including transition to third level education, health, wellbeing & resilience, nutrition and living in Dublin.

SESU also operates the [Student Success Toolbox](#). The aim of the Student Success Toolbox is to support transitions from thinking about study to the first weeks to increase retention and completion rates particularly for flexible learners.

The Student Success Toolbox project is supported by the *National Forum for Teaching and Learning Building Digital Capacity* fund.



For the MA in Film & Creative Media please check our SESU support classes in Academic Writing: https://libguides.dbs.ie/Academic_Support



10.4.1 SESU Support Workshops

SESU welcome you to any of the following support sessions:

- SESU Academic Writing Resources
- SESU Numerical Skills
- SESU Digital IT Skills

10.4.2 My Student Engagement Dashboard

SESU has developed an Early Alert Student Success report which comprises a variety of metrics, such as Moodle engagement, Library loans, CA submission, and class attendance, which are used to track student engagement. Many of these metrics subsequently 'push' into an engagement dashboard available to both staff and students at a programme and modular level via Moodle. As well as showing students their own engagement metrics, the student has also had the option to show the average metrics for their programme.

[My Student Engagement Dashboard](#)

My Students Engagement Dashboard

Home

1920

A6PS105_1920_TMD1

Search for student

First Name
Surname
Gender
Student ID
Personal Email
Phone

School: School Of Arts
 Module Title: Research Technique and Analysis 1
 Module Code: A6PS105_1920_TMD1
 Level: 6
 Mode of Attendance: FT
 Current Year of Study: First

Attend	CA	Exam	Overall Mark
91.30%	65%	0%	65%

Library info
Group total: 573

Attendance %
Group average: 83.17%

Student Count

100% CS

MOODLE engagement

Total Clicks
Group total: 19305

Login Clicks
Group average: 5.08

Duration (Minutes)
Group average: 6.79

CA Submission
Group average: 0

This dashboard illustrates overall students engagement with a module, and subsequently, individual student engagement with a module. If you have any issues with the dashboard please log a ticket here.

Section 11 Conclusion

We hope you have found the programme handbook helpful. If you have any queries, please contact your Head of Department or Programme Coordinator. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!