



Bachelor of Arts (Honours) in Audio Production and Music Project Management

Level 8, 180 ECTS

Programme Handbook

2022/23

Welcome – Céad Mile Fáilte

Welcome to DBS where we will help you realise your ambition. We have an international reputation for delivering a high-quality student experience and we will 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. Our campus is in Dublin's city centre and comprises four buildings where nationalities from over 95 countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from business to data science, cybersecurity to artificial intelligence, marketing to psychology, accounting and finance through law, film and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and continuing to deliver an outstanding student experience.

This year coming contains many significant challenges for higher education providers due to the COVID-19 pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

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 intend that, through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

Tony

Dr Tony Murphy Dean



A Creative Home and a Sense of Community

The creative practitioners, artists, researchers and lecturers of Dublin Business School are excited to work with you within the Creative Quarter of Dublin in 2022 and 2023.

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.

We, as a creative team, believe that your academic and creative 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 audience and 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

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

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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 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.

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



Extension: 605
Email: 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 michael.kielty@dbs.ie |
| Modules/Course/Assessment Queries | Your lecturer firstname.familyname@dbs.ie |
| Sports, clubs and societies | DBS Student Experience Department, 4 th Floor Castle House student.services@dbs.ie |
| Counselling requirements | Telephone: + 353 1 679 8171 <i>(24 Hours)</i> |
| Attendance | Laura Mulqueen |

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
- case studies
- group work
- discussions
- tutorials
- practical lab sessions
- Recording with real-world clients

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 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.

List of Lecturers



David Christophers (skip)
email: skip@soundtraining.com



Thom McDonnell
email: thom@soundtraining.com



Vasileios Gourgourinis
email: vas@soundtraining.com



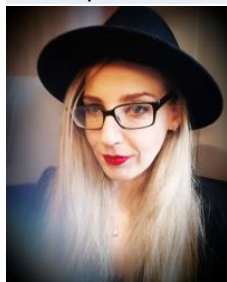
Steven Caffery
email: studiomanager@soundtraining.com



Peter Meighan
Email: pete@soundtraining.com



Colm Drennan
Email: colm@soundtraining.com



Dr Sarah Cleary
Email: sarah@soundtraining.com

Section 2 Calendar

The academic calendars can be found on the DBS website:

<https://students.dbs.ie/academicoperations/academic-calendars>

It shows the term dates, as well as reading weeks, the Christmas break and the exam session, including the repeat exams.

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 your Programme coordinator by email 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 the status of international students 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 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.

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 including dismissal from the College may be applied.

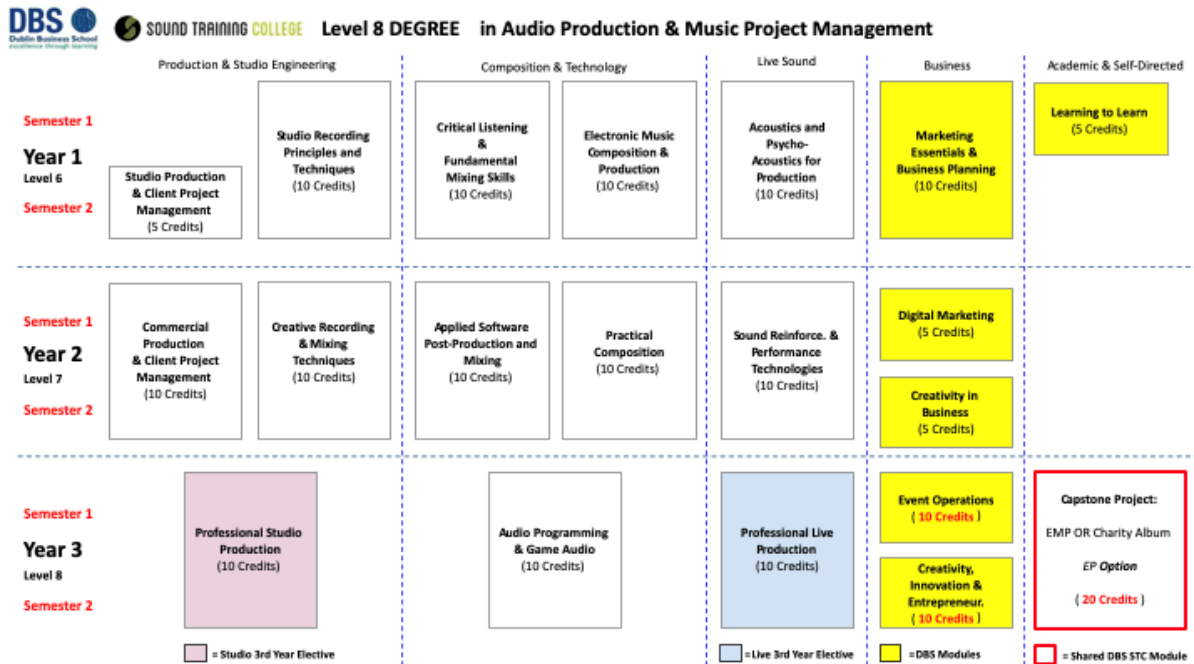
Queries about your attendance records

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 the Programme Coordinator.

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)

| Stage label | Module title | ECTS | Assessment Details |
|-------------|--|------|---|
| 1 | Studio Production and Client Project Management | 5 | Collection of Work (Client based preproduction) 100% |
| 1 | Studio Recording Principles and Techniques | 10 | Multitrack Recording and Mix 35% Comparative Client Recording 35% Studio Recording skills demonstration 30% |
| 1 | Critical Listening and Fundamental Mixing Skills | 10 | Critical Listening Collection of work 40% Editing and Mixing Collection of work 60% |
| 1 | Electronic Music Composition and Production | 10 | Sample based composition 40% Musical Sketch 50% Aural recognition Test 10% |
| 1 | Acoustics and Psychoacoustics for Production | 10 | Presentation 50% Screencast 50% |

| | | | |
|--------------|---|-------------|--|
| 1 | Marketing Essentials and Business Planning | 10 | Written Report 100% |
| 1 | Learning to Learn | 5 | Treatment for short film 50% Script for short film 50% |
| Stage | Module title | ECTS | Assessment Details |
| 2 | Commercial Production and Client Project Management | 10 | Preparatory production plan, and artistic intentions presentation 60% Evaluation of Project 40% |
| 2 | Creative Recording and Mixing Techniques | 10 | Collection of work 50% Client recording, and mix plan 50% |
| 2 | Applied Software Post-Production and Mixing | 10 | Audio Post production for film 50% DAW editing and mixing 50% |
| 2 | Practical Composition | 10 | Composition from a non-traditional inspiration point 40% Composition for emotions 60% |
| 2 | Sound Reinforcement and Performance Technologies | 10 | Collection of Work 80% In Class Performance 20% |
| 2 | Digital Marketing | 5 | Strategic Audit 30% Event Marketing Strategy 70% |
| 2 | Creativity in Business | 5 | Weekly reflective journal 20% Bright Idea's concept - The charity album 80% |
| Stage | Module title | ECTS | Assessment Details |
| Final | Capstone Project | 20 | Capstone Project 100% |
| Final | Creativity, Innovation and Entrepreneurship | 10 | Reflective Journal 20% Final Entrepreneurial Business Plan 80% |
| Final | Professional Studio Production (Elective) | 10 | Individual observed practical assessment 30% Audio post-production project 70% |
| Final | Professional Live Production (Elective) | 10 | Live preproduction and event realisation as a group 70% Individual observed practical assessment 30% |
| Final | Audio Programming and Game Audio | 10 | Audio programming composition 40% Creating and integrating immersive reactive audio in a game build 60% |
| Final | Event operations | 10 | Searchlight showcase event 70% Electronic music performance event 30% |

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:

- Media Artefacts (mixes, screencasts, film, game builds)
- Essays
- Blogs
- Reports
- Presentations
- In-class Tests
- Observed Practical demonstrations

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 below and Moodle syncs with the Student Dashboard to provide a calendar of deadlines. The 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. Any extension requests need to be considered in light of this schedule, as changes might risk clashing deadlines, so it is very important to be aware of the potential impact of changes to assessment dates. 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 exam period.

Your goal is to achieve the highest mark possible in your assessment. In order to do this, it is expected that learners:

- 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. DBS uses the Harvard Referencing style. A guide to this can be found [here](#).
- 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 hand writing answers to ensure that your 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 [Learner Supports Services](#) well in advance of any assessment or exam dates.

5.2 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, recorded or hybrid mode. Although 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 Lecturer.

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*.

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

| | | |
|---|---|--|
| <p>LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3) 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>PMCs (QAH B.4.3) 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> |  |
| <p>CAPPED MODULE GRADES (QAH 5.5.3) 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%. If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.</p> |  | <p>LATE SUBMISSION PENALTY (QAH B.5.4) 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 will not be graded if these are received more than 2 weeks after the original deadline.</p> <p style="text-align: center; background-color: #0056b3; color: white; padding: 5px; border-radius: 15px;"> ASSESSMENT EXTENSION REQUEST FORM </p> |
| <p>ACADEMIC INTEGRITY (QAH B.3.3) 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 style="text-align: center; background-color: #0056b3; color: white; padding: 5px; border-radius: 15px;"> LIBRARY SUPPORT - REFERENCING </p> | <p>APPEALS (QAH B.3.5) 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. Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal. Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.</p> <p style="text-align: center; background-color: #0056b3; color: white; padding: 5px; border-radius: 15px;"> APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS </p> | |

This is available on the DBS website: <https://students.dbs.ie/registrar-office/qah>

6.1 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 Head of Department or Programme Coordinator. Contact details are in Section 1 of this handbook.

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

Enjoy your time at DBS & STC!