BIMM UNIVERSITY | A university for the creative industries

OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH
TU DUBLIN
TECHNOLOGICAL UNIVERSITY DUBLIN

BA (Hons)

COMMERCIAL MODERN MUSIC

Academic Year 2024/25

Welcome

Dear BIMM students,

Welcome to the BA (Hons) in Commercial Modern Music at BIMM Institute Dublin!

The path which led you here was extremely competitive, so you should be proud that you met the standard required for entry onto the course. However, now the real work must begin, and we are here to guide you through your time and to help you achieve your ultimate goal of successfully completing your degree and having a sustained career in the music industry.

We are committed to having the best third level music institute in Ireland, providing an inspiring environment where all musicians, producers and industry entrepreneurs are treated as individuals, learn and develop their career paths, and where the very best musicians and industry professionals are keen to make a contribution.

Please read through this manual and understand that everything contained within is there so that you can get the best student experience while studying at BIMM Music Institute Dublin. It is important that you integrate with all the other students and make the most of our gigs, resources and events. There are guitarists, bass players, vocalists, drummers, songwriters, producers and music business practitioners and each one of them is in the same position as you. We want you to develop together, so if you are a songwriter, please integrate with the bands as some may need your song-writing input and vice versa. The same for music producers and engineers, get collaborating with artists.

We have worked hard to provide you with knowledge and experience of the entire music industry within our courses and the other enrichments which form the student experience. I encourage you strongly to interact with students from all disciplines whilst you are here so that you can forge mutually beneficial connections which will be useful for many years to come. If you participate fully you will achieve great results and will have built a strong foundation and network base upon which to build your future career as a music industry professional.

We wish you the very best for a fulfilling, creative and productive time with us in the year ahead. This is a very exciting opportunity and don't forget we're here to help with any problems you may encounter.

Alan Cullivan
Campus Dean, BIMM Institute Dublin

A warm welcome to BIMM Dublin!

By electing to study on the BA (Honours) Commercial Modern Music course, you have taken the opportunity to develop the skills, knowledge and insight required to succeed as a contemporary music-industry professional and artist. Learning in collaboration with like-minded peers and experienced industry professionals, you are joining a *community of practice*; developing practices and establishing relationships that may inform a lifetime of learning.

It is important to remember that you hold the keys to your success. Whilst we are committed to providing the highest levels of vocational teaching, career guidance and academic rigour, the responsibility for directing and supporting your academic development is yours. The more focused your goals and committed you are in the early stages of the course, the easier it will be for us to support your learning. The potential rewards are great for those musicians who accept this responsibility, work hard, and make full use of the resources at BIMM.

You have chosen to enter a competitive and often challenging industry. The attributes required to sustain a career in the creative industries are the same as those required to succeed as a student; focus, a strong work ethic, effective planning, and the ability to communicate and work effectively with others.

During your time at BIMM Music Institute, there may be days when the challenges facing you seem to be great. We aim to support you in achieving your specific personal and career goals and to overcome any difficulties or issues you may encounter along the way. Whilst there are no easy answers or quick shortcuts, this course will give you the knowledge and direction to plan your own career in an effective way.

This coursebook contains important information about the modules you'll be studying this year, assessment modes and marking criteria, and procedures for requesting a remark or submitting an appeal. Please study it carefully before commencing your studies.

Karl Breen
Head Of School
BIMM Institute Dublin

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PART ONE:
GENERAL INFORMATION

Key Resources

This handbook is for students studying BA (Hons) Commercial Modern Music at BIMM University. This course is validated by our partner Technological University Dublin (TU Dublin), and as such students on this course will need to refer key TU Dublin documentation throughout their studies. You can find details on this documentation, and other aspects of your studies, in this Course Handbook.

A quick note: you will need to be logged into your BIMM Microsoft account to access some of the links in this handbook.

BIMMStudents
bimmstudents.com is a one-stop portal for all key electronic resources and services students will require during their studies including the following:

> Campus SharePoint sites
> Microsoft Office 365 (including emails, cloud storage and apps like Word and Excel)
> Timetables (CELCAT)
> BIMM Library
> Study Skills Hub
> BIMM University's Virtual Learning Environment (Canvas)
> Creative Futures (careers) information and guidance
> Tutorial booking
> BIMM Connect - Student networking
> BIMM Digital User Guides

Canvas
Canvas is BIMM University's Virtual Learning Environment (VLE). It is an online space containing materials and tools to support and enhance your learning experience. This platform is an integral part of the student experience at BIMM University - it is not only an online extension of the classroom but is also the place where you will submit digital assignments and receive grades and feedback.

It also contains a wealth of valuable guidance to support you during your studies, including important information such as assessment deadlines and guides to each module on the course. Each module has a dedicated space in Canvas where students can access materials used in class and additional study resources.

Students will also find links to campus news and networking forums, annual monitoring reports, campus Board of Studies and Student Representation forum minutes, and much more in Canvas.

Module Specifications
Module specifications contain important information about each module such as the module's summary and aims, its learning outcomes, details of assessments, teaching methods and contact hours, and the module reading list.

You can find all module specifications in the **Course Documentation SharePoint**. They are also linked to in the **Course Structure** section of this handbook.

Timetables
Your student timetable is your guide to where you need to be. Your timetable is accessible through **BIMMStudents**, and it includes details of the times, dates and locations of your lessons, as well as who will be teaching you. If you'd like to synchronise your timetable with calendar applications on your devices, you can go to the 'Application Support' section of bimmstudents.com. If you have any questions about your timetable, you should reach out to your Course Leader.

Reading Lists
Your reading list is an important tool for finding information on your module topic. You should consult your reading lists when looking for academic material to support your learning and for completing your assignments.

Each reading list is made up of resources relevant to your module, which will help you to identify some of the authors and sources of information that are considered reliable and reputable. Your reading list can also save you time at the start of the research process as it provides easy access to key material, and shows which resources are considered core or additional reading, which will help you to prioritise your reading.

You can access reading lists for all modules in Canvas. For full details on how to access reading lists, and other how-to guides, visit the **Module Reading List SharePoint page**. Further guidance is also available on the **BIMM Library website**.

BIMM Student Association (BSA)
Run by students, for students, the BIMM Student Association (BSA) is here to help you connect with like-minded people. The BSA's student-led societies and events are a fantastic way for you to meet new and interesting people, gain valuable life skills and build your own BIMM University experience. If you don't feel like your passions, beliefs, or interests are represented, you can start your own group with the BSA's help, as funding and support are available.

Each year, a President and Committee are selected at each campus to run the local BIMM Student Association (BSA). Together, they work with campus staff and students to continually improve the BIMM student experience. We will introduce you to your BSA President after you begin your course.

Examples of societies past and present include:

> Quiz Nights (including Tutors Vs. Students Quiz)
> DJ Society
> Five-a-side Football Tournaments
> Bouldering Society
> Skateboarding Society
> Vinyl Club
> LGBTQ+ Society
> Women's Society
> Vegan Society

Communication

Your University email
The University will send important information about teaching, assessments, and Faculty events to both your BIMM University **and** your TU Dublin email addresses. It's important that you check both your University emails on a regular basis, and respond or take action as required.

Canvas
Information will sometimes be shared through the Virtual Learning Environment (VLE), **Canvas**, both via module pages and via general announcements.

Student Voice
The University's Student Voice processes offer several ways for students to feed back. You can do this via one of the surveys open throughout the year, or you can feedback at any time through a number of methods and contacts, such as:

> Course Leaders

> Campus teams, e.g. Student Wellbeing

> Student Representatives

The University welcomes student feedback to help us improve and enhance our provision, so please do take part in our Student Voice activities. More details can be found in our **Quality Handbook**.

Support and Advice

If you are unable to find the information you need in this Handbook or on the website you can contact staff, who will be able to help or point you in the right direction (see Communication and Contacts section above). For any guidance or support around interpreting our academic policies or procedures, please contact your Head of School or Course Leader in the first instance.

Student Wellbeing
Student Wellbeing teams promote and support the mental, emotional, and physical health and wellbeing of students on campus, as well as ensuring a culture of safeguarding for all students and staff. They provide a whole spectrum of support and can offer advice, support and guidance on a range of issues such as mental health or physical health concerns, additional learning needs, mitigating circumstances and reasonable adjustments, financial hardship, complaints, or anything else relating to wider university life.

Our campus-based Student Wellbeing teams provide support for students with learning difficulties, disabilities, or medical conditions. They have a wide range of resources enabling them to help with topics from anxiety, eating disorders and financial advice to stress management, resilience, and coping skills. They lead on the promotion of healthy behaviours and environments on campuses, with initiatives related to physical activity, healthy eating, and substance use prevention.

A triaging approach ensures that students are quickly referred to specialists within the Student Wellbeing team, or to external counsellors or health specialists as required. You can find details of your Student Wellbeing teams via **BIMMStudents**, or through your campus's on-site Information Hub.

As students of BA Commercial Modern Music are enrolled with TU Dublin, you also have access to the Student Services department of TU Dublin. Please visit the **Student Wellbeing** section of TU Dublin's website for more information on the services they provide.

Learning & Disability Support
If you have additional learning needs, you should inform your local Student Wellbeing/Learning Support team as soon as possible if you feel you require learning support to aid you in their course. If additional learning needs are stated prior to enrolment, Student Advisors will contact you to discuss your requirements and any support that needs to be put in place from Semester 1.

Students with additional learning needs should register with the **Disability Support Service (DSS)** at TU Dublin to ensure that relevant supports are put in place based on the individual needs of the student.

Learning Student Support teams can help you to explore what statutory and local support is available to you.

If a student does not have an official diagnosis, then we will arrange a meeting with a Learning Support Adviser to discuss additional support needs based on the student's individual circumstances, and they will be considered on a case-by-case basis.

Please contact your local campus Learning Support team who will be able to offer up to date information and guidance on all matters relating to Learning and Disability Support – see your campus SharePoint (accessible via bimmstudents.com) for more information.

Academic Support
Academic support information, including guides to referencing and academic writing, can be found on the **Study Skills SharePoint**.

Careers
Career advice and guidance is available via the Creative Futures team. The team is made up of experienced careers specialists who are dedicated to connecting students to industry opportunities, and to acting as a compass as students navigate their pathway into the creative industries.

The support provided by Creative Futures is designed around our students' unique skills and interests. The team works closely with industry partners and the University's academic teams to equip students with the skills and experiences needed to succeed, empowering students to build a sustainable career in music and the broader creative industries.

You can find more information by navigating to **BIMMStudents**, selecting your campus, and then selecting the Creative Futures icon.

Complaints & Appeals
We hope you are satisfied with your experiences at BIMM Dublin. However, if you have a concern or grievance, there are procedures in place for handling Student Complaints and Appeals.

The **Student Academic Complaints Procedure** set out by TU Dublin outlines how to submit a formal complaint if you experience problems relating to teaching, learning, research and supervision, and to the provision of other services by TU Dublin. We always suggest trying to resolve the issue informally with your local campus teams first (see below for further information).

The **General Assessment Regulations** of TU Dublin outlines how to make an appeal against a decision made by an academic body (such as an Assessment Board) regarding results, progression or award, or a procedural outcome (such as a disciplinary panel sanction or judgement).

If you are considering making an Appeal or Complaint, you are strongly advised to talk to one of the following staff at your Campus. They can advise you on your case, help to resolve it informally and, if necessary, support you in the process of making a formal Appeal or Complaint:

> Student Wellbeing Advisor or Manager

> Your Course Leader or Deputy Course Leader

> Head of School or Campus Dean

> One of your Student Representatives

Further information on Academic Appeals and other Appeals and Complaints, as well as the relevant forms, can be found on the **Academic Affairs** page of the TU Dublin website.

Student Responsibilities

Student Policies
All of BIMM University's policies and procedures can be found on the **University's website**. Students are expected to familiarise themselves with all policies and procedures. For any guidance or support around interpreting our academic policies or procedures, please contact your Heads of School or Course Leader in the first instance. As a BA Commercial Modern Music student, you should refer to key TU Dublin documentation throughout your studies. You can find TU Dublin's General Assessment Regulations **here**.

You are expected to attend classes and submit work for assessment as well as engage in the required amount of self-directed study as quantified in the module specifications. Expectations around student engagement are outlined in our **Student Engagement Policy**. Poor attendance with little engagement may lead to being withdrawn from your course, so it's important that you get in touch with your Course Leader or Wellbeing team if you are going to be absent or are struggling. We can provide support and guidance to students who require it, so please do reach out to your course and campus teams.

Library resources are supplied through the **BIMM University electronic library** and dedicated physical reading rooms, and you are expected to use these resources in your own time.

IT Usage
The **Fair Usage Policy** outlines the expectations for use of BIMM University IT systems including equipment, email, OneDrive and student WIFI. Students should adhere to the outlined expectations of this policy and avoid engaging in prohibited activities.

Prohibited activities include (but are not limited to): intentional physical damage, unauthorised administrative system changes, hacking or bypassing security measures, engaging in cyber threats or intentionally spreading malware, bullying and harassment or discriminatory behaviour, inappropriate web browsing including (but not limited to) gambling, pornography, violence or extremist material and illegal streaming.

Graduate Attributes

Upon graduating, BIMM University students are expected to be:

Employable and Entrepreneurial
BIMM graduates will act with professionalism and integrity. They will demonstrate entrepreneurial skills to their colleagues and potential employers including:

> exemplary communication skills;
> efficient time management;
> effective self-managed independent and team working;
> respect for the opinions of others and the ability to receive criticism and use it constructively; imaginative, creative and critical thinking;
> effective problem solving;
> digital literacy;
> numeracy;
> a strong sense of personal and professional identity.

Resilient and Adaptable
BIMM graduates will be confident and resilient enough to recover quickly from set-backs.

Creative, Collaborative and Connected
BIMM graduates will be self-assured enough to form lifelong creative networks where they can connect and collaborate with others on activities or projects to generate value.

Globally Aware
BIMM graduates will be confident to act effectively in settings where language and culture are not familiar to them and will understand international context and practices both within, and beyond, their discipline.

Socially Responsible
BIMM graduates will understand how their actions can enhance the wellbeing of others and will be equipped to make a valuable contribution to society.

Professional
BIMM Graduates will demonstrate an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries.

Intellectually Curious
BIMM Graduates will demonstrate initiative, self-reflection, academic integrity and ethical responsibility. They will possess powers of analysis, synthesis, and evaluation. They will appreciate disciplines and forms of professional practice beyond their own and draw connections between them.

Self-Aware
BIMM Graduates will be equipped to seek knowledge and to continue learning throughout their lives. They will set themselves high standards and will demonstrate qualities that enable them to be reflective and independent lifelong learners.

Assessment

Examinations are conducted in accordance with the **TU Dublin General Assessment Regulations (GAR)**. Students are expected to familiarise themselves with all regulations and procedures.

Higher Education Strategy
BIMM University is committed to providing high quality teaching and support for its students by addressing the differentiated needs of individual learners, and ensuring that all students have equal and fair access to learning resources. All learning and teaching approaches adopted by BIMM University are flexible, student-centred, diverse, and appropriate to the skills and needs of individual students.

To provide relevant, diverse, quality learning experiences, every course implements the BIMM University Higher Education Strategy. This strategy allows us to create inclusive, engaging learning activities that can address diverse learning and teaching styles, foster the culture of a learning community, and enable students to develop their own creative identity. The strategy also aims to help build our students' capacity to be innovative in dealing with obstacles set by the professional demands of the industry. You can read BIMM University's Higher Education Strategy in full **here**.

Assessment Guidance
During your studies, you'll be assessed in various ways to help you understand your progress in your learning. Each course is assessed slightly differently, so students will need to read the **Student Assessment Handbook** in full to make sure you understand how assessments will work for you. Both the Assessment Handbook and the **Undergraduate Academic Assessment Regulations** provide guidance on all elements of assessment at the University, including assessment modes, assessment rubrics, late submission policy (including detail on the no penalty 24-hour deadline extension) and what happens if you fail a module.

How will I be assessed?
Student assessment may take a variety of forms, depending on the programme or module. These include:

> Written examinations
> Practical assessments, including performance;
> Project assessment;
> Presentations;
> Aural and oral assessment
> Assessment of dissertations or theses;
> Continuous assessment including essays, case studies, reports, other written assignments

Assessment can be formative or summative:

> Formative assessment has a developmental purpose and is designed to assist students in their learning by providing them with feedback on their performance. This feedback should indicate how students' performance can be improved or maintained.
> Summative assessment often evaluates student performance at the end of a module, and usually involves students receiving a grade that indicates their level of performance. Students will also receive feedback on summative assessment.

How will my work be marked?
Students are reminded that the TU Dublin General Assessment Regulations (GAR) state that 'assessment is a matter of judgement, not calculation'. Student work is marked against the module learning outcomes attached to that assessment, and an overall grade is then awarded for the assessment.

Student work is marked using a **Categorical Marking scheme**. Students are given feedback relating to how well they have addressed the Assessed Learning Outcomes of their assessment, after which the Categorical Marking scheme is applied. Categorical Marking is a tool that allows the process of grading to be standardised, making it more efficient, saving time for faculty, and providing students with effective feedback that promotes their learning.

When will I be assessed?
Assessment dates can be found in the **Course Structure** section of this handbook, as well as in the module specification.

Academic Integrity
BIMM University is devoted to supporting students in their learning. Therefore, a clear understanding of academic integrity is an important component of the competencies students will develop whilst studying with us. All students studying at BIMM University are responsible for the integrity of their learning and their choices, including any decision to break the rules. However, we will work with students at every study level to understand our values and expectations. Moreover, our staff will model best practices in academic integrity in their teaching and research and the material they share with you to support. More information on Academic Integrity, including academic misconduct, can be found within the **Academic Integrity Policy**.

Extenuating Circumstances
We understand that sometimes students may require additional support, whether on an ongoing or temporary basis. For example, this could be if you are ill, or an assessment is impaired due to an injury. Please see TU Dublin's GAR for more details, including links to the **required paperwork**.

Award classification in case of student failure
Students who fail the assessment of one or more of the modules which contribute to their final award classification may resit the assessment once for each of those modules without prejudice to the award of Honours/Merit or Distinction.

With reference to section 5.2.3 of the **General Assessment Regulations** document, students who fail the resit of any of these modules will not be eligible for the Honours /Merit or Distinction classification.

With reference to section 6.1 of the **TUD General Assessment Regulations** document, students are not permitted to resit a module which they have passed to improve their award classification.

Exam grades
Exams are marked by the BIMM teaching faculty and moderated by an Internal Verifier. The examination procedures are subject to external inspection and moderation from TU Dublin. This ensures that we mark consistently within our own departments and also to national standards. Be aware marks given are not final until verified by TU Dublin.

Written and Practical Examinations
Some key information about examinations is highlighted below:

> It is the student's responsibility to ascertain the date, time and venue for written and practical examinations. Timetables will be published well in advance of the examinations

> Students should familiarise themselves with the content and assessment methods of the modules in which they are enrolled. This information is available in module specification documents.

> Take careful note of the assessment weeks in this manual, outlining specific deadline dates. Details

for all assessments are available via module specification documents.

- Grades and/or feedback will be sent to students throughout the year, however, results are provisional until approved by the examination board at the end of the year.
- If a student is referred in a module (i.e. has not passed it) the examination board will look at the components of the module and determine what a student is required to do in terms of re-examination. The options normally available are:
  - Repeat written/practical examination.
  - Redo assessments/assignments/essays/projects
  - Repeat written examination plus redo assessments/assignments etc.
- A **referral** in a module is regarded as a second/subsequent attempt. Students who pass a referred module will have a maximum mark of 40% recorded for that module.
- A **deferral** in a module - usually for medical reasons and supported by a Personal Circumstances Form (see link below) means that a student can undertake reassessment without any penalties.
- All supplementary submissions whether referrals or deferrals are subject to one final submission deadline. The five-day late penalty is **not** applicable to any supplementary submissions or to assignments where an extension has been granted.
- Students will need to be available during the first half of August to undertake written/practical supplemental examinations.
- Students may only make **four** attempts at any assessment in a module (including the first try). Please note that it is possible to use up two attempts in one year. Any subsequent attempts may only be approved by Head of Conservatoire of TU Dublin
- **The classification of the final degree** awarded is weighted 40/60 between third- and fourth-year marks respectively.
- **Essay & Written Work**: It is each student's own responsibility to ensure that all submitted assignment files are in correct working order at the time of submission. If your files are found to be corrupt, missing or are not accessible to the examiner due to being in the wrong format you will receive a zero grade for that element.
- **Format:** All written submissions must be Word-Processed as a Microsoft Office Word Document. When submitting through the VLE (Virtual Learning Environment) only .doc or pdf files should be used.
- **Submission deadlines:** These will be issued to you well in advance of the date, usually in a detailed brief. The brief will specify how the work should be submitted (e.g. via your VLE or another mode). Follow the brief carefully and ensure that you submit in the correct format.
- **Font:** 11 or 12-point type in a clear font such as Times or Arial
- **Information:** Each page must include your student (candidate) number (in the header) and a page number (in the footer)
- **Presentation**: For hand in submissions presentation is specific to the assignment brief given.
- **Media:** USBs, CDs or additional materials should be firmly attached to the hand in submission and should always be checked to ensure that they are in working order.
- **Bibliography:** All written work should include a Bibliography and be referenced using the Harvard Referencing System – see below.
- **Transcription/notation submissions:** Please refer to the task brief issued to you by your lecturer for specific requirements relating to transcription/notation submissions.
- **Word count:** Word counts must be stated at the beginning of all written submissions. There is a 10% margin on word counts (plus or minus 10%) and written work falling above or below this 10% margin will be penalised by 10%. For example, a grade of 70% will be reduced to 60% if the word

count is more than 10% over or under the required amount.

Word counts include:

- Title
- Tables of contents and lists of figures
- Declaration/dedication (if included)
- In-Text Citations
- Headings

Word Counts do not include:

- The Abstract
- Bibliography,
- Footnotes/endnotes,
- Appendices,
- Maps, illustrations, transcriptions of linguistic data, or tabulations of numerical or linguistic data and their captions'

- **Original Material:** It is the student's responsibility to keep copies of all their work, either in digital, print or photocopied form, including CDs and recorded submission.
- **Important:** Work will not be accepted if not submitted in the above format.

Feedback

Students will receive lots of feedback through the course of their studies, which should help you learn and develop. Getting critical comments as well as positive ones is entirely normal and isn't a sign of weakness. Everyone will get both positive and critical feedback - whatever your course, you're being prepared to enter a highly demanding profession in which you'll be expected to be able to take constructive criticism and use it to improve your approach. Responding well to constructive feedback will help you meet professional expectations of behaviour.

Different types of feedback

There are three main types of feedback that are used at BIMM University:

> Informal iterative feedback from your teacher and possibly your peers in class and during online sessions.

> Formative assessment feedback is more formal feedback from your teachers and peers designed to help you improve a specific piece of work for assessment.

> Summative assessment feedback is the feedback you receive on formal graded 'summative' assessments.

Sometimes, you'll get your feedback straight away. For instance, if you perform for your classmates in a class, they might be asked to give you feedback during the lesson. Comments on assessed work should always be returned to you promptly, which means within 21 days (plus any public holidays) of you submitting it.

Please see the **Student Assessment Handbook** for more information on feedback, including how to prepare for receiving feedback, how to understand feedback, and how to use feedback.

PART TWO: COURSE-SPECIFIC INFORMATION

Key Course Staff

Paul Moore

Course Leader
paulmoore@bimm.ie

Adam Taylor

Deputy Course Leader
adamtaylor@bimm.ie

Darren Bell

Deputy Course Leader
darrenbell@bimm.ie

Evelyn Finnerty

Deputy Course Leader
evelynfinnerty@bimm.ie

Course Summary & Aims

Course Summary
The course is designed specifically for performing artists, songwriters, music teachers, and those running commercial music projects, who want to gain a degree level qualification while at the same time fulfilling their creative and commercial potential. The course encourages musicians to develop realistic and attainable career goals using a deadline-driven project element to bring focus to the individual's aspirations.

Students have an obligation to develop their critical, analytical and reflective faculties. This is pursued while developing the high levels of technical musicianship required of professional musicians.

Alongside the attainment of these high-level practical skills, students will be stimulated to research, analyse and justify their chosen methodology, draw conclusions and make recommendations for future working practice. This set of skills and knowledge will be developed using a variety of methods including practice logs, reflective elements, learning diaries and various forms of research project.

Musicians are asked to map their own achievements against professional work, critically assessing the two and drawing conclusions and recommendations from the process for future working practice. The individual's progress, both through the qualification and their skill and knowledge as a project manager, is monitored and regularly discussed by the Education Manager and the individual student.

Recognising the need for musicians to find employment in an extremely competitive industry, the qualification has a vocational emphasis and (in addition to academic skills) focuses on the following areas:

> Technical awareness and competence
> Performance awareness and competence
> Project management and music business studies
> Research methods
> Commercial composition and arrangement

A consistent theme throughout the course is reflection, requiring students to examine and learn from their experiences. The goal of the course is to assist musicians in becoming life-long, self-reliant learners, capable of determining their own future and professional progression.

Course Aims
The course aims to provide graduates with the knowledge and skills appropriate to a range of career outcomes in the music industry. Students are encouraged to develop their individual creative ability and support this with the development of a high level of technical skill. In particular, the course aims to enable students to develop:

> A range of physical, creative, technical and performance skills relevant to employment in professional musicianship and the creative industries
> An understanding of the key critical, social, cultural, historical and business concepts, issues and debates relevant to the area of modern music, and to organise and sustain an argument
> A comprehensive knowledge of contemporary practice for careers in the music business and the creative process in the professional field in which they will specialise, together with an awareness of current areas of development and innovation in music and the music industry
> The ability to make creative use of and experiment with new and existing methodologies in contemporary professional musical practice

- A clear understanding of where their creative strengths lie and how these can be utilised in the music industry and potential career opportunities
- Skills in research, analysis, problem solving, and critical reflection and the visual, written and verbal communication skills required of a graduate entrant to the music industry
- Initiative and personal responsibility, experience of collaborative working methods and the ability to be responsive and adaptable to changing needs and the transferable skills and competencies which enable lifelong learning within the context of professional musicianship
- Transferable skills, in planning and analysis, communication, problem solving, IT and presentation skills relevant to a career in the music industry
- To describe, comment upon, analyse and discuss particular aspects of current research or equivalent advanced scholarship at the forefront of contemporary popular music and the music industry
- An appreciation and recognition of the uncertainty, ambiguity and limits of knowledge within music and the music industry
- The ability to manage and organise their own learning, and to make use of scholarly reviews and primary sources, such as research articles and/or original materials appropriate to professional musicianship.

Course Structure

Year 1

Code	Semester	NFQ Level	Module Title	Module Type	Credits (ECTS)	Assessment Week
Year 1 (All Streams)						
MM601	1 & 2	6	Artist Development & Entrepreneurship	Core	10	A1: S1 W8 A2: S2 W2 A3: S2 W10-12
MM603	1 & 2	6	Music Business & Study Skills	Core	10	A1: S2 W5 A2: S2 W13
MM604	1 & 2	6	Music Theory & Keyboard Skills	Core	10	A1: A1 W13 A2: S2 W7 A3: S2 W14
Year 1 (Instrumental Streams)						
MM605	1 & 2	6	Pre-Production & Live Performance Workshop	Core	10	A1: S1 W10 A2: S2 W3 A3: S2 W13
MM607	1 & 2	6	Styles 1	Core	10	A1: S2 W2 A2: S2 W12
MM609	1 & 2	6	Techniques 1	Core	10	A1: S1 W12 A2: S2 W3 A3: S2 W11
Year 1 (Songwriting Stream)						
MM602	1 & 2	6	Live Arrangement Workshop	Core	10	A1: S1 W15 A2: S2 W9
MM606	1 & 2	6	Songwriting Techniques 1	Core	10	A1: A1 W12 A2: S2 W3 A3: S2 W13
MM608	1 & 2	6	Styles Analysis	Core	10	A1: S2 W4-5 A2: S2 W12-13
Year 1 (Music Production Stream)						
MM620	1 & 2	6	Audio Engineering Skills	Core	10	A1: S1 W13 A2: S2 W11
MM621	1 & 2	6	Audio Production Fundamentals	Core	10	A1: S1 W14 A2: S2 W13
MM623	1	6	Musicianship and Production	Core	5	A1: S1 W8 A2: S1 W13
MM622	2	6	Live Sound Engineering	Core	5	A1: S2 W6 A2: S2 W11
Total Credits					60	

Year 2

Code	Semester	NFQ Level	Module Title	Module Type	Credits (ECTS)	Assessment Week
Year 2 (All Streams)						
MM611	1 & 2	6	Applied Music Business & Study Skills	Core	10	A1: S1 W14 A2: S2 W11
MM612	1 & 2	6	Applied Theory, Transcription & Keyboard Skills	Core	10	A1: S2 W7 A2: S2 W14
MM614	1 & 2	6	Essential Development Skills	Core	10	A1: S1 W11-12 A2: S2 W4 A3: S2 W13
Year 2 (Instrumental Streams)						
MM616	1 & 2	6	Performativity and Live Music	Core	10	A1: S2 W3 A2: S2 W8 A3: S2 W13
MM618	1 & 2	6	Styles 2	Core	10	A1: S2 W3 A2: S2 W11 A3: S2 W13
MM619	1 & 2	6	Techniques 2	Core	10	A1: S2 W2 A2: S2 W12
Year 2 (Songwriting Stream)						
MM613	1 & 2	6	Arrangement Analysis	Core	10	A1: S1 W13 A2: S2W12
MM615	1 & 2	6	Live Performance Workshop (SW)	Core	10	A1: S1 W15 A2: S2 W12
MM617	1 & 2	6	Songwriting Techniques 2	Core	10	A1: S1 W1 A2: S2 W11
Year 2 (Music Production Stream)						
MM624	1 & 2	6	Studio Engineering	Core	10	A1: S1 W13 A2: S2 W12-14
MM625	1	6	Production Approaches & Project Realisation	Core	5	A1: S1 W13
MM626	1	6	Psychoacoustics & Listening Environments	Core	5	A0: S1 W14 A1: S1 W14
MM627	2	6	Mixing Techniques	Core	5	A1: S2 W4 A2: S2 W12
MM628	2	6	Foley & Location Sound	Core	5	A1: S2 W5 A2: S2 W13
Total Credits					120	

Year 3

Code	Semester	NFQ Level	Module Title	Module Type	Credits (ECTS)	Assessment Week
Year 3 (All Streams)						
MM701	1 & 2	7	Advanced Music Theory & Arrangement	Core	10	A1: S1 W15 A2: S2 W13
MM703	1 & 2	7	Cultural Perspectives	Core	10	A1: S1 W14 A2: S2 W11
MM707	1 & 2	7	Research Methods	Core	10	A1: S1 W11 S2: S2 W1-W3 A3: S2 W12
Year 3 (Core Instrumental Streams)						
MM706	1 & 2	7	Professional Musicianship	Core	10	A1: S1 W14 A2: S2 W11-13
Year 3 (Core Songwriting Stream)						
MM704	1 & 2	7	Music Publishing	Core (SW)	10	A1: S2 W5 A2: S2 W14
MM710	1 & 2	7	The Songwriter / Producer	Core (SW)	10	A1: S1 W12 A2: S1 W15 A3: S2 W13
Year 3 (Elective modules)						
MM704	1 & 2	7	Music Publishing	Elective	10	A1: S2 W5 A2: S2 W14
MM705	1 & 2	7	Performance in Context	Elective	10	A1: S1 W11 A2: S2 W4 A3: S2 W11
MM708	1 & 2	7	Studio Musicianship	Elective	10	A1: S1 W12 A2: S2 W13-14
MM709	1 & 2	7	Studio Recording	Elective	10	A1: S2 W3 A2: S2 W9-12
MM710	1 & 2	7	The Songwriter / Producer	Elective	10	A1: S1 W12 A2: S1 W15 A3: S2 W13
MM711	1 & 2	7	Digital Marketing in the Music Business	Elective	10	A1: S1 W13 A2: S2 W12
Total Credits					**180**	

Year 4

Code	Semester	NFQ Level	Module Title	Module Type	Credits (ECTS)	Assessment Week
Year 4 – Choose 1 Major Option						
MM802	1 & 2	8	**Analytical Perspectives (Major)**	Option	20	A1: S2 W11
MM810	1 & 2	8	**Professional Project (Major)**	Option	20	A1: S1 W13-15 A2: S2 W11
Year 4 – Choose 1 Minor Option						
MM801	1 & 2	8	**Analytical Perspectives (Minor)**	Option	10	A1: S2 W10
MM809	1 & 2	8	**Professional Project (Minor)**	Option	10	A1: S1 W13-15 A2: S2 W10
Year 4 (Core Songwriting Stream)						
MM803	1 & 2	8	**Commercial Songwriting**	Core (SW)	10	A1: S2 W12
Year 4 – Electives (SW choose 2/Instrumental choose 3)						
MM803	1 & 2	8	**Commercial Songwriting**	Elective	10	A1: S2 W12
MM804	1 & 2	8	**Composition & Analysis**	Elective	10	A1: S1 W12 A2: S2 W5 A3: S2 W12-13
MM805	1 & 2	8	**Ensemble Performance**	Elective	10	A1: S1 W12 A2: S2 W4 A3: S2 W11
MM806	1 & 2	8	**Music Business Studies**	Elective	10	A1: S2 W3 A2: S2 W12
MM807	1 & 2	8	**Music Teaching Practice**	Elective	10	A1: S1 W10 A2: S2 W10-11 A3: S2 W13
MM808	1 & 2	8	**Professional Development**	Elective	10	A1: S2 W13
MM811	1 & 2	8	**Solo Performance**	Elective	10	A1: S2 W1-2 A2: S2 W13
Total Credits					240	

Course Learning Outcomes

BA Year 1 & 2 Level 6 Course Learning Outcomes

Knowledge and Understanding. Able to:

A1. Demonstrate awareness of key issues in their area(s) of study

A2. Identify practices and structures within professional contexts

A3. Learn and apply new concepts within a variety of contexts

A4. Identify and reproduce symbols representing music and apply aural skills

Intellectual (thinking) skills. Able to:

B1. Communicate ideas clearly via visual, verbal and written modes of expression

B2. Analyse information and summarise concepts

B3. Explore a range of appropriate reading material and discuss the findings

B4. Acknowledge quotations from other's work

Subject practical skills. Able to:

C1. Demonstrate appropriate technical skills in relation to instrumental or vocal performance or in composition

C2. Implement appropriate forms of musical expression, demonstrating an awareness of spiritual or emotional elements

C3. Reproduce key aspects of musical styles and genres

C4. Apply skills necessary to performing music

C5. Demonstrate awareness of professional protocols and practices

Key/Transferable skills. Able to:

D1. Employ Information and Communication Technology (word-processing, e-mail, online sources and other electronic information services) appropriately

D2. Undergo disciplined professional development: practice, learn new repertoires, obtain new skills, identify career options

D3. Employ initiative and time management skills to carry creative and other projects to completion

D4. Present work in public, as appropriate to a range of professional contexts

D5. Utilise interpersonal skills to communicate ideas clearly and unambiguously within collaborative contexts

D6. Identify career options and access routes to employment within a variety of appropriate contexts

D7. Evaluate one's own work to inform further professional development

BA Year 3 Level 7 Course Learning Outcomes

Knowledge and Understanding. Able to:

A1. Demonstrate awareness of the key issues in their area(s) of study, and an appreciation of why these areas are important

A2. Identify, decode, rework and reproduce symbols representing music

A3. Digest pertinent academic literature and relate it to music practice

A4. Apply concepts from fields of study to a related area of practice

A5. Make connections between the historical, social, cultural, political, philosophical, economic context of music

Intellectual (thinking) skills. Able to:

B1. Collect, combine and appraise information, using quotes from appropriate texts

B2. Analyse information to create and evaluate relevant arguments and ideas

B3. Acknowledge quotations and ideas from other's work and question their hypotheses and assumptions

B4. Conceptualise and apply pertinent theories and concepts in relation to their own work

Subject practical skills. Able to:

C1. Demonstrate technical proficiency and sustained application of skills in relation to instrumental or vocal performance or in composition

C2. Identify the human mechanics and psychology involved in playing an instrument or singing

C3. Implement appropriate forms of expression to perform music convincingly

C4. Identify musical styles and genres aurally or by written score

C5. Utilise appropriate musical equipment for creating music

C6. Perform effectively as part of an ensemble

Key/Transferable skills. Able to:

D1. Employ information and communication technology (word processing, e-mail, online sources and other electronic information services) appropriately

D2. Present work in public, recognising audience expectations

D3. Use appropriate professional procedures

D4. Utilise disciplined professional development: practice, learn new repertoires, explore freelance opportunities, obtain new skills, initiate career moves

D5. Apply time management skills to demonstrate reliability and consistency

BA Year 4 Level 8 Course Learning Outcomes

Knowledge and understanding. Able to:

A1. Demonstrate comprehension of key aspects in their field of study based on the latest advances in their discipline

A2. Evaluate theoretical and aesthetic concepts, relating them to practice

A3. Draw upon a varied repertoire

A4. Discover and assimilate new musical sounds, concepts and repertoires

Intellectual (thinking) skills. Able to:

B1. Synthesise techniques of analysis and enquiry using established procedures

B2. Discuss, debate and appraise issues in current research and scholarship

B3. Acknowledge and evaluate the imperfections and limits of understanding within the discipline

B4. Combine inputs (materials, knowledge, intuition, convention) to generate informed and original outputs in written, aural and practical work

B5. Propose, prepare, execute and appraise original work

Subject practical skills. Able to:

C1. Compose or select a performance repertoire that demonstrate stylistic versatility and personal strengths

C2. Employ original ideas in an imaginative way

C3. Draw upon contextual knowledge, musical analysis, personal development and listening skills to creatively interpret the chosen repertoire

C4. Execute work effectively, acknowledging and responding to an audience

Key/Transferable skills. Able to:

D1. Direct their own learning, drawing on scholarly material such as research articles and/or original materials

D2. Work as a productive member of a team, responding to others and demonstrating awareness of partnership and leadership roles and responsibilities

D3. Synthesise original concepts from others, and present the results effectively

D4. Employ self-guided learning and work routines to create one's own timetables, ensuring sufficient preparation time and meeting deadlines

D5. Apply problem-solving skills to cope with new situations, translate information and ideas, manage difficult situations, and work effectively with others under pressure

D6. Use reflective practice and critical thinking to undertake informed personal, academic and professional development.

Course Specification

Full Title of the Course & Award	BA (Hons) Commercial Modern Music
Mode of Attendance	Full-time
Length of course	4 years
Start date	Initial validation: 2011 First cohort intake: 2011 Last revalidated: 2016
Awarding Institution	Technological University Dublin
Teaching Institution	BIMM Institute Dublin
CAO Code:	TU961
Language of Study	English
Final Award	Bachelor of Arts (Honours) - Level 8
FHEQ Level	120 ECTS at Level 6 (Year 1 and 2) 60 ECTS at Level 7 (Year 3) 60 ECTS at Level 8 (Year 4)
Minimum Period of Registration	4 years
Maximum Period of Registration	6 years
Admissions Criteria	2 H5s and 4 O6s at Leaving Certificate or 5 distinctions at QQI Level 5, plus a successful audition. All applicants must attend an audition at which they can earn up to 600 additional points to add to their Leaving Cert points. **IELTs Requirements:** IELTS (Academic Version) English Proficiency of 6 overall (or equivalent) with nothing less than 6 in each component.
Date of Course Specification Revisions:	Last revised: 2016