



# CERTIFICATE OF VALIDATION

Extension #1

<b>Provider name</b>	Dublin Business School
<b>Date of validation</b>	25-Sep-18

<b>Enrolment interval</b>	<b>First intake</b>	<b>Last intake</b>
	Sep-18	Aug-24

	<b>Code</b>	<b>Title</b>	<b>Award</b>	<b>Duration (Full Time)</b>	<b>Duration (Part Time)</b>	<b>Exit</b>
<b>Principal programme</b>	PG23890	Higher Certificate in Arts in Sound Engineering and Music Production	Higher Certificate in Arts (Major Award at NFQ Level 6) 6M20664 120 credits	2 years	N/A	N/A

	<b>Full Time</b>	<b>Part Time</b>
Maximum Intakes per annum:	2	N/A
Minimum Learners per Intake:	15	N/A
Maximum Learners per Intake:	50	N/A

## Principal Programme

<b>5 Year Plan: Planned total enrolment i.e. aggregated across all intakes in all approved centres.</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Minimum intake into first year</b>	10				
<b>Maximum intake into first year</b>	100				

<b>Target learner groups</b>	Applicants should have a minimum of 506/H7s grades at Leaving Certificate, including math and English or Irish, or equivalent. Candidates over 23 years of age on 1st January in the year of admission and who do not meet the minimum entry requirements may apply as a mature student. The programme is aimed at school leavers, mature learners and international learners. It is therefore intended for learners from a variety of backgrounds who have a keen interest in music and audio and related technologies.
<b>Approved countries for provision (i.e. where enrolled learners will be based)</b>	Ireland
<b>Delivery mode: Full-time/part-time</b>	Full-time
<b>List the teaching and learning modes<sup>1</sup></b>	<ol style="list-style-type: none"> <li>1. Classroom lectures</li> <li>2. Case-based learning</li> <li>3. Practical skills sessions</li> <li>4. Workshops</li> </ol>

<sup>1</sup> Defined later in this document.



	5. Tutorials 6. Individual and group work	
<b>Does the blend of modalities predominantly involve remote e-learning (Yes/No)</b>	No	
<b>Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)</b>	This programme is designed both for school leavers and those who wish to re-skill or upskill in the music production and sound engineering domain. It provides learners with a practical learning environment where theory and knowledge are used in context, and to provide an opportunity for learners to work with equipment and situations commonly found in a music production setting. This two-year programme will lead to a Higher Certificate in Sound Engineering and Music Production.	
<b>Summary of staffing requirements (the details are provided in the module descriptors)</b>	WTE <sup>2</sup>	Qualifications and experience
	3 WTE per Cohort	Lecturers will be qualified to a minimum of a Level 8 Honours Degree in the areas of music, music technology, audio engineering, audio production, business, innovation, project and event management.
<b>Outline the physical resource requirements (the details are provided in the module descriptors)</b>	Lecture rooms with multimedia resources and suitable for work in breakout groups. Hardware and Software appropriate for the delivery of the programme are detailed in Section 8. Sound Engineering equipment practical studios.	
<b>Outline specifications for the ratio of learners to teaching staff</b>	Staff to learner ratio	Learning activity type
	1:50	Class room sessions
	1:25	Workshops
	1:25	Practical Sessions

<sup>2</sup> WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme.



# Conditions of Validation of the Programmes Covered by this Certificate of Validation

## Part 1: Statutory Conditions of validation

The statutory (section 45(3) of the 2012 Act) conditions of validation are that the provider of the programme shall:

1. co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider,
2. establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) are acquired, and where appropriate, demonstrated, by enrolled learners,
3. continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and
4. provide to QQI such information as QQI may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates.

## Part 2 Conditions of Validation Established by QQI Under section 45(4)(b) of the 2012 Act

[The PAEC must endorse all the conditions in Part 2. These lists of potential conditions must be checked for each programme. Delete any that do not apply.]

### Part 2.1 Condition of Validation Concerning a Change in the QQI Award or Award Standard

1. Where QQI changes an award title, an award specification or an award standard that a programme depends upon, the provider shall not enrol any further learners on the affected programmes unless informed otherwise in writing by QQI (e.g. by the issue of a revised certificate of validation). The programme is considered validated for learners already enrolled on the affected programme.

### Part 2.2 Condition of Validation Concerning the Duration of Enrolment

1. The duration of enrolment is the interval during which learners may be enrolled on the validated programme.

Validation is determined by QQI for a specified number of years of enrolment appropriate to the particular programme as indicated on the certificate on validation subject to unit 9.2.1. It is a condition of validation that the programme does not enrol any new learners outside this interval. A typical duration would be five years.

If a provider wishes to continue to enrol learners to the programme beyond this interval the provider must arrange in good time for it to be validated again by QQI, or exceptionally the provider may apply for extension of the duration of enrolment (unit (14)). In this context the provider may apply for validation of the programme from first principles or, alternatively, the provider may avail of the process for revalidation (unit (13)) by QQI.

### Part 2.3 General Condition of Validation

The provider of the programme shall:

1. Ensure that the programme as implemented does not differ in a material way from the programme as validated; differing in a material way is defined as differing in any aspect of the programme or its implementation that was material to QQI's validation criteria.
2. Ensure that the programme is provided with the appropriate staff and physical resources as validated.



3. Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
4. Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
5. Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.
6. Continue in respect of the validated programme to comply with section 56 of the 2012 Act in respect of procedures for access, transfer and progression.
7. Implement the programme and procedures for assessment of learners in accordance with the Approved Programme Schedule and notify QQI in writing of any amendments to this arising from changes to the programme; see unit (9).
8. When advertising and promoting the programme and awards, use the programme title as validated, and the correct QQI award title(s), award type(s) and award class(es) indicating the level of the award(s) on the National Framework of Qualifications.
9. Adhere to QQI regulations and procedures for certification.
10. Notify QQI in writing without delay of:
  - a. any material change to the programme;
  - a. anything that impacts on the integrity or reputation of the programme or the corresponding QQI awards;
  - b. anything that infringes the conditions of validation; or
  - c. anything that would be likely to cause QQI to consider reviewing the validation.
11. Notify QQI in writing to determine the implications for the provider's validated programmes, where the provider is likely to, or planning to, merge (amalgamate) with another entity or to acquire, or be acquired by, another entity (see unit (12.5)).
12. Report to QQI, when required or requested, on its implementation of the programme and compliance with the conditions of validation.

#### **Part 2.4 General Condition of Validation Arising from Specialised Validation Policy and Criteria**

- 1.

#### **Part 2.5 Special Condition of Validation**

1. Prepare a new programme document that is free of typos and grammatical errors, using a consistent style and formatting template. The revised document should include an introduction that describes the programme philosophy and design and the delivery methodology.
2. Revise the minimum entry requirements for Leaving Certificate entrants to include English and Mathematics, at grade O6/H7, as requirements in order to ensure consistency and to accord with sectoral norms.
3. Re-write the MIMLOs succinctly following the provider's standard template and using appropriate verbs.
4. Re-draft the programme modules to be clearer and more consistent in terms of content and in their duration and placement in the semester. Module titles should reflect the stream and content and the progressive nature of the learning. Modules should have up-to-date reading lists.
5. Ensure that the module assessments described reflect the curriculum.



**Approved Programme Schedule(s)**

<b>Name of Provider:</b>		Dublin Business School in Collaboration with Sound Training College															
<b>Programme Title</b>		Higher Certificate in Arts Sound Engineering & Music Production															
<b>Award Title</b>		Higher Certificate in Arts															
<b>Stage Exit Award Title<sup>3</sup></b>		N/A															
<b>Modes of Delivery (FT/PT):</b>		Full Time															
<b>Teaching and learning modalities</b>		Formal lectures, seminars interactive group work, specific learning groups as defined by area of academic need, workshops, presentations, educator/teacher review, case-based learning, problem based learning															
<b>Award Class<sup>4</sup></b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>		<b>Stage NFQ Level<sup>2</sup></b>	<b>Stage EQF Level<sup>2</sup></b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>								
Major	6	5	Stage 1		6	5	60	1 <sup>st</sup> Sept 2018	0215								
<b>Module Title</b> (Up to 70 characters including spaces)		<b>Semester no where applicable (Semester 1 or Semester 2)</b>	<b>Module</b>		<b>Credit Number<sup>5</sup></b>	<b>Total Student Effort Module (hours)</b>					<b>Allocation Of Marks (from the module assessment strategy)</b>						
			<b>Status<sup>3</sup></b>	<b>NFQ Level<sup>1</sup> where specified</b>	<b>Credit Units</b>	<b>Total Hours</b>	<b>Class (or equiv) Contact Hours</b>	<b>Directed e-learning</b>	<b>Learning Independent</b>	<b>Hours of learning effort<sup>4</sup></b>	<b>Work-based learning effort<sup>4</sup></b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>Proctored practical demonstration %</b>	<b>Proctored written exam %</b>		
					ECTS Credits												
Introduction to Critical Listening		Linear	M	6	10	250	72	58	120		80			20			
Introduction to Preproduction and Studio Engineering		Linear	M	6	10	250	80	50	120		100						
Introduction to Musical Instrument Set Up		Linear	M	6	5	125	36	29	60		100						
Introduction to Sound and Audio Recording Software		Linear	M	6	10	250	72	58	120		50	50					
Learning to Learn		Linear	M	6	5	125	36	25	64		100						
Interlocution to Electronic Music Composition		Linear	M	6	10	250	72	58	120		100						
Introduction to Business for Music Professionals		Linear	M	6	10	250	72	58	120		100						
<b>Special Regulations (Up to 280 characters)</b>																	
<b>None</b>																	

<sup>3</sup> Mandatory (m) or elective (E)

<sup>4</sup> Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.



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Award Class <sup>4</sup>	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level <sup>2</sup>	Stage EQF Level <sup>2</sup>	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	6	5	Award	6	5	60	1 <sup>st</sup> Sept 2018	0215					
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number <sup>5</sup>	Total Student Effort Module					Allocation Of Marks (from the module assessment strategy)			
		Status <sup>5</sup>	NFQ Level <sup>1</sup> where specified	Credit Units ECTS Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Learning Independent	Hours of Work-based learning effort <sup>6</sup>	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Critical Listening and Fundamental Mixing Skills	Linear	M	6	10	250	72	58	120		40	60		
Studio Recording Principles and Techniques	Linear	M	6	10	250	72	58	120		70		30	
Electronic Music Composition and Production	Linear	M	6	10	250	72	58	120		50	50		
Fundamental Acoustics and Psychoacoustics for Production	Linear	M	6	10	250	72	58	120		50	50		
Marketing Essentials and Business Planning	Linear	M	6	10	250	72	58	120		30	70		
Introduction to Studio Production and Client Project Management	Linear	M	6	5	125	36	29	60		100			
Practical Electronics	Linear	M	6	5	125	36	29	60		100			
<b>Special Regulations (Up to 280 characters)</b>													
None													

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