TU Dublin
OT Baile Átha Cliath

Student Handbook
Lámhleabhar na Mac Léinn

Academic Year 2025/26
Bliain Acadúil 2025/26

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OLLSCOIL TEICNEOLAÍOCHTA
BHAILE ÁTHA CLIATH

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Introduction
Réamhrá

The Student Handbook provides general information on TU Dublin, its relevant policies, regulations and services, as well as specific information in respect of your School and your programme of study.

Some sections of this Handbook are LIVE, that is, information provided will be subject to change and therefore, where applicable, links are provided to ensure that information is up-to-date.

Cuireann an Lámhleabhar eolas ginearálta maidir le hOT Baile Átha Cliath ar fáil, a polasaithe ábhartha, rialacháin agus seirbhísí, mar aon le heolas áirithe maidir le do Scoil agus clár staidéir.

Tá cuid den Lámhleabhar seo BEO, is é sin le rá go bhféadfar eolas a athrú más gá, agus mar sin, cuirtear naisc ar fáil le háirithiú go bhfuil eolas cothrom le dáta.

Part 1: Student Handbook
Cuid 1: Lámhleabhar na Mac Léinn

General Student Information
Eolas Ginearálta do Mhic Léinn

All information relevant to students and student services is available on the TU Dublin website. The information provided below provides links to the website to ensure you can access the most up-to-date information.

Tá eolas ábhartha do mhic léinn agus eolas maidir le seirbhísí na mac léinn ar fáil ar suíomh gréasáin OT Baile Átha Cliath. Tá naisc ar fáil san eolas a leanas le háirithiú go bhfuil rochtain agat ar eolas atá cothrom le dáta.

Timetables & Academic Calendar
Amchláir & Acadúil

A guide to using the timetabling system is available at the link below.

Tá treoir maidir leis an gcóras amchláir ar fáil ag:

www.tudublin.ie/for-students/timetables/

This will show you how you can access your timetabling system and locate your timetable, using your TU Dublin student number.

Taispeánfaidh seo duit conas rochtain a fháil ar an gcóras amchláir agus conas teacht ar d'amchlár, ag baint úsáid as d'uimhir mic léinn.

TU Dublin's Academic Calendar is available at the link below:
Tá Féilire Acadúil OT Baile Átha Cliath ar fáil ag:

www.tudublin.ie/explore/university-calendar/

Registration

You are required to register on your programme every year before you commence your studies. Information on how to register, select your modules, obtain a student card and pay fees is available online at the link provided below.

Ní mór duit clárú ar do chúrsa gach bliain sula dtosaíonn do chuid staidéir. Tuilleadh eolais maidir le conas clárú, modúil a roghnú, cárta mic léinn a fháil agus táillí a íoc:

www.tudublin.ie/for-students/student-services-and-support/registration-and-fees/

Once you register, you will be provided with a student card and a student number, as well as login details for your e-mail account and other TU Dublin systems – including the Virtual Learning Environment where you can access information and learning materials and activities relevant to your modules.

Nuair a cláríonn tú, gheobhaidh tú cárta mic léinn agus uimhir mic léinn, mar aon le sonraí logála isteach do do ríomhphost agus córais OT Baile Átha Cliath eile - Timpeallacht Foghlama Fíorúla san áireamh, rud a thugann rochtain duit ar eolas, ábhair foghlama agus gníomhaíochtaí a bhaineann le do mhodúil.

Student Hubs

Student Hubs are located in Aungier Street, Blanchardstown, Grangegorman and Tallaght.   They provide a single point of information for a range of areas including ID Cards, letters of registration, to have forms stamped and verified along with ICT Support and general queries. A full range of services available to students at the Student Service Hubs are available at the link below.:

Tá Moil na Mac Léinn suite i Sráid Aungier, Baile Bhlainséir, Gráinseach Ghormáin agus Tamhlacht. Is pointí eolais iad i gcomhair réimse leathan ábhar, lena n-áirítear Cártaí Aitheantais, litreacha clárúchán, chun foirmeacha a stampáil agus a áirithiú, mar aon le Tacaíocht TFC agus ceisteanna ginearálta. Tá réimse iomláin seirbhísí atá ar fáil do mhic léinn ag na Moil Seirbhísí Mic Léinn ar fáil anseo:

www.tudublin.ie/for-students/student-services-and-support/student-hubs/

Library Services

There are five libraries in TU Dublin: Aungier Street, Blanchardstown, Bolton Street, Grangegorman (Park House) and Tallaght. The services provided by the library include study spaces, networked PCs, textbooks, journals and newspapers, photocopiers and printers. Information on all the library's services and e-resources is available at the link below.

Tá cúig leabharlann in OT Baile Átha Cliath: Sráid Aungier, Baile Bhlainséir, Sráid Bolton, Gráinseach Ghormáin (Teach na Páirce) agus Tamhlacht. I measc na seirbhísí atá ar fáil sna leabharlannaí tá spáis staidéir, ríomhairí, téacsleabhair, irisí agus nuachtáin, fótachóipeálaithe agus clódóirí.
Eolas maidir le seirbhísí iomláin na leabharlainne agus acmhainní ar líne:

www.tudublin.ie/library/

Academic Integrity in TU Dublin

Many of you will be aware of artificial intelligence (AI) systems that purport to "do the work for you". Before you decide to rely on these systems, pause and reflect! The use in part or entirety of such systems to produce any assessment and coursework without appropriate permission is considered by TU Dublin to be a serious breach of academic integrity.

TU Dublin has developed resources for students and staff on the topic of Academic Integrity which you are encouraged to explore to increase awareness of your responsibilities. You can find support resources for Academic Integrity as well as the University Guidelines on the use of artificial intelligence tools at: https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/academic-integrity/

When you gain access to Brightspace you will be required to undertake and complete two modules: one on Academic Integrity, and another on Artificial Intelligence.

During your time as a student of TU Dublin, you will have to complete assignments and other forms of assessment as part of your programme. Assessments serve several purposes: as well as assuring the University that YOU have achieved the required learning outcomes and the associated professional standards of the programme, assessments are also used to provide both you and the university with formative feedback on your learning progress, and where necessary, to put in place additional supports or resources where required.

Any attempt to undermine Academic Integrity will result in a diminishing confidence in the value and reputation of our programmes and awards. Any conduct which contributes to this, corrupts our reputation as individuals and harms the reputation of our University.
Do remember that, where it is suspected that AI has been used in a way that contravenes Academic Integrity, you will be subject to penalties up to and including expulsion from the University in line with our current policies on academic integrity and GenAI Guidelines. You can find further information on these items by clicking the "TU Dublin Academic Integrity Policy and Associated Procedures" tab on the academic integrity link above.

TU Dublin is committed to promote a culture amongst both staff and students to uphold academic integrity. To adhere to this means that we, as a university community, can have confidence in the high quality of our teaching, learning, and assessment.

Ionracas Acadúil in OT Baile Átha Cliath

Tá an-chuid agaibh ar an eolas faoi chórais intleachta saorga (IS) a mhaíonn "an obair a dhéanamh duit". Roimh a bheartaíonn tú na córais seo a úsáid, fan agus smaoinigh! Meastar in OT Baile Átha Cliath go bhfuil úsáid na gcóras seo, go pointe nó go hiomlán, chun measúnú nó obair chúrsa ar bith a dhéanamh gan cead, go mór i gcoinne an t-ionracas acadúil.

Tá acmhainní forbaithe ag OT Baile Átha Cliath do mhic léinn agus do bhaill foirne maidir le hionracas acadúil, agus moltar duit breathnú thart orthu seo chun tuiscint ar do chúraimí a fheabhsú. Is féidir teacht ar acmhainní tacaíochta don Ionracas Acadúil mar aon le Treoirlínte na hOllscoile ar úsáid na hintleachta saorga ag: https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/academic-integrity/
Nuair a bheidh rochtain agat ar Brightspace, beidh ort dhá mhodúl a dhéanamh: modúl amháin maidir le hionracas acadúil, agus modúl eile maidir le hintleacht shaorga.

Le linn do chuid ama mar mhac léinn OT Baile Átha Cliath beidh ort tascanna agus measúnuithe eile a dhéanamh mar chuid den chúrsa. Tá roinnt cuspóir ag an measúnú: mar aon le

thaispeáint dúinn gur bhain TÚ na torthaí foghlama cuí agus na caighdeáin ghairmiúla a bhaineann leo amach, úsáidtear measúnuithe chun aiseolas a thabhairt duit agus don ollscoil maidir le dul chun cinn do chuid fhoghlaim agus chun tacaíochtaí nó acmhainní breise a chur in áit, más gá.

Tiocfaidh laghdú sa mhuinín ar an luach agus cáil ar ár gcúrsaí agus gradaim mar thoradh ar aon iarracht an bonn a bhaint den ionracas acadúil. Cuireann aon iompar a chuireann leis seo isteach ar ár gcáil mar daoine agus déantar dochar do cháil na hOllscoile chomh maith.

Ná déan dearmad, má mheastar go bhfuil IS tar éis a bheith in úsáid i mbealach a sháraíonn an t-ionracas acadúil, féadfar píonóis a ghearradh ort, díbirt ón Ollscoil san áireamh, de réir polasaithe na hOllscoile maidir leis an ionracas acadúil agus treoirlínte GenAI'. Is féidir tuilleadh eolais a fháil faoin dtáb "Polasaí Ionracais Acadúil agus Cúraimí Gaolmhara OT Baile Átha Cliath" ar an nasc thuas.

Tá OT Baile Átha Cliath tiomanta cultúr a chur chun cinn i measc na baill foirne agus na mic léinn a chloíonn leis an t-ionracas acadúil. Leis seo, ciallaíonn sé sin go bhféadfaimid, mar phobal ollscoile, muinín a bheith againn in ardchaighdeáin múinteoireachta, foghlama, agus measúnaithe na hollscoile.

Academic Support

The Maths Learning Support Centre offers a drop-in support service for students struggling with maths.

Cuireann an t-Ionad Tacaíochta Foghlama don Mhata seirbhís tacaíochta buail isteach ar fáil do mhic léinn atá ag streacailt leis an mata.

The Academic Writing Centre offers support for students who are seeking to enhance and develop their academic writing skills. Find out how to book an appointment and other useful information and resources at the link provided below.

Cuireann an t-Ionad Scríbhneoireachta Acadúla tacaíocht ar fáil do mhic léinn atá ag iarraidh a gcuid scileanna scríbhnoireachta acadúil a chur chun cinn. Foghlaim conas coinne a chur in áirithe agus tuilleadh eolais agus acmhainní úsáideacha eile:

www.tudublin.ie/for-students/returning-students/continuing-with-your-studies/

The Computing Learning Centre offers a drop-in session for students who are struggling with computing modules. Find out more information here: www.tudublin.ie/clc

Cuireann an t-Ionad Foghlama Ríomhaireachta seirbhís buail isteach ar fáil do mhic léinn atá ag streachailt le modúil ríomhaireachta. Tuilleadh eolais anseo: www.tudublin.ie/clc

TU Dublin Students Union

Once you register as a TU Dublin student you automatically become a member of the Students Union (TUDSU). Find out about the TUDSU Team, the advice they can offer and events they organise at the link provided below.

Nuair a chláraíonn tú mar mac léinn OT Baile Átha Cliath is ball uathoibríoch d'Aontas na Mac Léinn (AMLOTBAC) tú. Tuilleadh eolais maidir leis an fhoireann AMLOTBAC, an tacaíocht atá ar fáil uathu, agus a gcuid imeachtaí:

www.tudublinsu.ie

The Student Voice is a critical element of TU Dublin's Quality Framework. Resources have been designed to help students develop the knowledge and skills required to effectively engage with the Quality Assurance and Quality Enhancement processes of TU Dublin. These resources consist of thirteen episodes of interactive videos, key messages and learning activities and you can access them at the link provided below.

Is gné riachtanach de Chreat Cáilíochta OT Baile Átha Cliath é Glór na Mac Léinn. Rinneadh forbairt ar acmhainní chun cuidiú le mic léinn an t-eolas agus scileanna riachtanacha a fhorbairt chun páirt a ghlacadh i bpróisis Ráthú Caighdeáin agus Feabhsú Caighdeáin OT Baile Átha Cliath. Is éard atá i gceist leis na hacmhainní seo ná trí eipeasóid déag d'fhíseán idirgníomhach, príomhtheachtaireachtaí agus gníomhaíochtaí foghlama, agus is féidir teacht orthu anseo:

tudublinsu.ie/your-voice

Health & Safety

TU Dublin has put in place a number of measures and requirements for the wellbeing of students and staff. Information on these and their implications for you is available at the link provided below.

Tá roinnt bearta curtha in áit ag OT Baile Átha Cliath ar son leasa na mac léinn agus foirne. Eolas maidir leo agus na himpleachtaí féideartha duitse ar fáil anseo:

www.tudublin.ie/for-students/safety-health-welfare

Schools will provide information where there are specific health and safety requirements in place for your programme.

Cuirfidh scoileanna eolas ar fáil má bhíonn riachtanais sláinte agus sábháilteachta in áit do do chúrsa.

Student Health Service

TU Dublin Student Health Service provides a holistic approach to health and the service incorporates general medical, sexual, psychological and social aspects of student health and health promotion. Absolute confidentiality is maintained. Health Centres are based in Aungier Street, Blanchardstown, Grangegorman and Tallaght. Find out more at the link below.

Tá cur cuige iomlánaíoch i Seirbhísí Sláinte OT Baile Átha Cliath maidir le sláinte agus cuireann an seirbhís gnéithe sláinte ginearálta, gnéasaí, síceolaíche agus sóisialta de shláinte na mac léinn agus cothú na sláinte san áireamh. Coinnítear rúndacht iomláin. Tá na hIonaid Sláinte suite i Sráid Aungier, Baile Bhlainséir, Gráinseach Ghormáin agus Tamhlacht. Tuilleadh Eolais:

https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/student-health-centres

Student Counselling Service

The Student Counselling Service is a free and confidential service available to TU Dublin students. It provides a safe and secure environment where you may come and talk about any issue or difficulty that is of concern. Information on the service and about how you can make an appointment with a counsellor can be found at the link below:

Is seirbhís saor in aisce agus faoi iontaoibh í Seirbhís Comhairleoireachta na Mac Léinn atá ar fáil do mhic léinn OT Baile Átha Cliath. Is timpeallacht sábháilte í inar féidir leat labhairt faoi aon cheist nó deachracht atá ag cur isteach ort. Tuilleadh eolais maidir leis an seirbhís agus conas coinne a dhéanamh le comhairleoir ar fáil anseo:

www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/counselling-service/

Pastoral Care & Chaplaincy
Tréadchúram & Séiplíneacht

Pastoral Care and Chaplaincy a safe and confidential setting where you can begin to explore concerns and worries, whatever they are. Find out about the service and how to make contact at the link provided below.

Is timpeallacht sábháilte agus iontaofa í Tréadchúram & Séiplíneacht inar féidir leat ábhair imní a phlé, pé rud iad. Tuilleadh eolais agus sonraí teagmhála:

www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/pastoral-care-chaplaincy/

Access Office

If you are an access student studying in TU Dublin, the Access Office can support you. You can find more about the Office including the academic support, social and personal supports and financial assistance at the link provided below.

Más mac léinn rochtana in OT Baile Átha Cliath tú, is féidir leis an Oifig Rochtana tacaíocht a thabhairt duit. Tuilleadh eolais maidir leis an Oifig, tacaíocht acadúil, shóisialta, phearsanta, agus airgid san áireamh:

www.tudublin.ie/for-students/student-services-and-support/access-support/

Disability Support Service

The Disability Support Service aims to ensure that any student with a disability does not experience an educational disadvantage and that all students can access

and equally participate in and benefit from educational opportunities in our University.   You can find out how you can sign up with the Disability Service at the link provided below.

Is é aidhm an Seirbhís Tacaíochta do Dhaoine faoi Mhíchumas nach mbeadh míbhuntáiste oideachasúil ag aon mac léinn faoi mhíchumas agus go mbeadh rochtain ag gach mac léinn ar dheiseanna oideachasúil san Ollscoil, agus gur féidir leo páirt a ghlacadh iontu agus leas a bhaint astu go cothrom.
Tuilleadh eolais maidir le clárú leis an Seirbhís Tacaíochta do Dhaoine faoi Mhíchumas:

www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/disability-support-service/

Grants & Financial Aid

Some students will face financial difficulties during their time at college. A number of assistance schemes are in place to support those students facing financial difficulties. To find out more about this, as well as how you can check your grant eligibility, see: the link provided below.

Beidh fadhbanna airgid ag roinnt mic léinn agus iad ar an ollscoil.
Tá roinnt scéime tacaíochta ar fáil chun tacaíocht a thabhairt do na mic léinn sin.
Chun tuilleadh eolais a fháil agus eolas a fháil maidir le do cháilitheacht a sheiceáil, féach:

www.tudublin.ie/for-students/starting-at-tu-dublin/getting-started/grants--financial-aid/

Accommodation & Living Costs

Find out information on accommodation and a Cost-of-Living Guide at the link provided below.

Tuilleadh Eolais maidir le lóistín agus Treoir Costais Maireachtála:

www.tudublin.ie/for-students/student-services-and-support/accommodation--living-in-dublin

Societies

Students are very much encouraged to get involved in student-led activities while at TU Dublin. Find out more about our societies and what they have to offer at the link provided below.

Moltar go mór go mbíonn mic léinn páirteach i ngníomhaíochtaí mic léinn agus iad in OT Baile Átha Cliath. Tuilleadh eolais maidir lenár gcumainn agus cad atá ar fáil:

www.tudublin.ie/for-students/student-life/societies/

Sport

TU Dublin Sport provides a huge range of opportunities to train, play, get fit, gain leadership skills, and compete in sport, no matter what your interest, ability or level.   Find out more about TU Dublin sports clubs and facilities at the link provided below.

Cuireann OT Baile Átha Cliath réimse leathan deiseanna ar fáil traenáil a dhéanamh, imirt, d'aclaíocht a fheabhsú, agus bheith san iomaíocht sa spórt, cibé do leibhéal suime nó cumais. Tuilleadh eolais maidir le cumainn agus áiseanna spóirt OT Baile Átha Cliath:

www.tudublin.ie/for-students/student-life/sport/

International Students

If you are an International student/Erasmus student in TU Dublin you can find more information on how international students are supported at the link provided below.

Más mac léinn idirnáisiúnta/Erasmus tú in OT Baile Átha Cliath is féidir tuilleadh eolais maidir le tacaíocht do mhic léinn idirnáisiúnta a fháil anseo:

www.tudublin.ie/study/international-students/

Career Development Centre

Career Development Centre offers a range of supports and resources to aid your career development. Find out more at the link provided below.

Cuireann an t-Ionad Forbartha Gairme réimse tacaíochtaí agus acmhainní ar fáil chun d'fhorbairt gairme a chur chun cinn. Tuilleadh eolais:

www.tudublin.ie/for-students/career-development-centre/

Student Regulations

All TU Dublin students must observe, in addition to the laws of the state, the regulations of TU Dublin. Therefore, it is your responsibility to acquaint yourself with these regulations which cover a range of areas. Policies are listed at the links provided below.

Ní mór do gach mac léinn rialacháin OT Baile Átha Cliath a leanúint, mar aon le rialacháin an Stáit. Mar sin, tá sé mar dualgas ort tú féin a chur ar an eolas faoi na rialacháin seo, a chlúdaíonn réimse ábhair. Tá Polasaithe ar fáil ag:

www.tudublin.ie/for-students/student-services-and-support/student-policies-regulations

https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-policies/

Also available at the same link are the TU Dublin Student Disciplinary Procedures which relate to all aspects of student behaviour. In the case of an alleged breach of general discipline that occurs on a TU Dublin campus or that involves resources or facilities located on a TU Dublin campus, a registered TU Dublin student shall be subject to these disciplinary procedures.

I gcás sárú araíonachta ginearálta ar champas OT Baile Átha Cliath a bhaineann le hacmhainní nó le háiseanna lonnaithe ar champas OT Baile Átha Cliath, cuirfear na nósanna imeachta seo i bhfeidhm ar mhac léinn cláraithe OT Baile Átha Cliath.

Technology Services' TU Dublin Acceptable Usage Policy, which sets out requirements for the responsible and appropriate use of IT resources, is available at the link provided below.

Tá Polasaí Úsáide Inghlactha de chuid Seirbhísí Teicneolaíochta OT Baile Átha Cliath, ina leagtar amach úsáid cuí agus siosmaideach acmhainní TF, ar fáil anseo:

www.tudublin.ie/for-students/student-services-and-support/student-policies-regulations

The Brightspace Privacy Statement and Usage Policy are available at the following link: https://www.tudublin.ie/connect/vle/brightspace-for-students/

Tá Ráiteas Príobháideachais agus Beartas Úsáide Brightspace ar fáil ag an nasc a leanas: https://www.tudublin.ie/connect/vle/brightspace-for-students/

Part 3 of this Handbook refers to the assessment regulations that are relevant to your programme.

Baineann Cuid 3 den Lámhleabhar seo leis na rialacháin measúnaithe a bhaineann le do chlár staidéir.

The TU Dublin Quality Framework provides a pathway to allow students to raise complaints if they consider that the management and/or delivery of their programme of study is not in accordance with agreed procedure. The Student Complaint Process can be found at the link provided below.

Cuireann Creat Cáilíochta OT Baile Átha Cliath conair ar fáil a ligfidh do mhic léinn gearán a chur isteach má mhothaíonn siad nach bhfuil bainistíocht agus/nó cur chuige a gcúrsa i gcomhréir leis an nós imeachta aontaithe.
Tá Próiseas Gearán na Mac Léinn ar fáil anseo:

www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/documents/Student-Academic-Complaints-Procedure-Final.pdf

The Student Complaint Form is available at the link provided below.

Tá Foirm Gearán na Mac Léinn ar fáil anseo:

www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/documents/student-complaints-form-sept2023.pdf

Transport Information

You can find out how best to travel to each campus by different modes of transport at the link provided below.

Is féidir tuilleadh eolais maidir leis an bealach is fearr teacht chuig na campais ar mhodhanna éagsúla iompair a fháil anseo:
www.tudublin.ie/explore/our-campuses/grangegorman/getting-here/#:~:text=TU%20Dublin's%20Grangegorman%20Campus%20is,Laoghaire%20%2D%20Stop%20190%2F195%20Broadstone

Other useful weblinks:
Useful information for new students, including how to get involved on campus, future career, concerns and questions:

Naisc úsáideacha eile:
Eolas úsáideach do mhic léinn nua, conas a bheith gníomhach ar champas, gairmeacha sa todhchaí, ceisteanna agus imníthe:

www.tudublin.ie/for-students/starting-at-tu-dublin/

Campus Life and 'What's Useful':
Saol an Champais agus 'Nithe Úsáideacha':

www.tudublin.ie/for-students/student-life/

Part 2: Welcome
Cuid 2: Fáilte

Welcome from Head of Conservatoire

It is with great pleasure that I welcome you to TU Dublin Conservatoire's Bachelor of Music programme! The four years that you will spend in the Conservatoire, immersed in the study of music and perfecting your instrumental or vocal performance will no doubt be among some of the most important in your lives as musicians. These years are a wonderful opportunity to expand your passion for music and to learn from some of the best performers and academics in the field. They will allow you to focus on developing your knowledge of the world of music, hone your performance skills, gain an in-depth understanding of the architecture of music, explore the professional and business sides of the music world and stretch your own growth and musical experiences as far as possible.

These years will at times be exhilarating, intense, rewarding, tiring, inspiring, meaningful and joyful so be prepared to recognise those changing 'states' as you move through different months of the academic year (sometimes many in one day!). These four years of your undergraduate degree are so very precious as they offer you a unique time with minimal distractions in your lives during which you can focus on your artistic practice and studies. Much has been said about the theory of 10,000 hours of practice and the extraordinary gains that can result *if they are good quality practice hours*. Every artist must discover for themselves what combination of factors leads them to the point where efficient and excellent results emerge consistently from their daily artistic work. While it is a journey of discovery that can take quite a while to perfect, there are many people in the Conservatoire – your lecturers, other students, masterclass artists, visiting lecturers and so on – who have decades of wisdom and experience to share on this topic so don't hesitate to ask. Embedding and maintaining an excellent practice process and developing consistent study habits from the very beginning of your time in the Conservatoire will assist you in creating a world-class technical and musical foundation. The strength of that foundation will support your growth as a performing artist not just throughout your degree years but also in your professional careers after graduation, so build it well!

A university experience is not just about your degree focus of course and at TU Dublin Conservatoire you have the opportunity to have a Conservatoire education within Ireland's largest university. All that TU Dublin has to offer is at your doorstep

in the East Quad and Lower House buildings on the City campus in Grangegorman. State-of-the-art, purpose-built facilities provide you with the surroundings in which you will learn, preparing you for the professional music performance world from the moment you begin your studies. The best musical equipment is available to Conservatoire students and many innovative collaborative opportunities with students and lecturers from other disciplines are feasible across the university. Multiple performance opportunities are available for students throughout their degree programme so keep a close eye on your email so that you don't miss anything.

Each of you is now part our Conservatoire community at TU Dublin and I'm very much looking forward to all that you will bring to our community during your time with us. Good luck this year, stay in touch with your lecturers and commit to your art every day and I have no doubt that you will have every success!

Dr. Paul McNulty
Head of Conservatoire

General Introduction to the Programme
The Bachelor of Music (BMus) is a four-year Level 8 Honours programme in the Conservatoire. With performance at its core, the purpose of the degree is to develop students' musical skills to a high level in order to work professionally in the industry or to be in a position to gain entry to postgraduate studies. With an emphasis on connectedness, and a holistic approach, the performance programme is underpinned by academic studies encompassing modules in aural, composition, music history, education studies, Irish traditional music studies, music technology, and professional studies.

Students in Stages 1 and 2 take a common suite of modules encompassing performance and academic subjects, along with a small number of electives. Students in Stages 3 and 4 have the option to major in Performance (either classical or Irish traditional music), Composition, Pedagogy, Musicology, or Church Music (depending on availability and resources). Alternatively, students may select Performance at 20-ECTS[1] credits and have the opportunity to create their own learning pathway/portfolio.

Contact Details
Programme Co-ordinator:
Dr. Helen Lawlor [Tel.] 01-2205118 [Email] helen.lawlor@tudublin.ie

School Operations Lead:

 [Tel.] 01-2206157] [Email] SOL.Conservatoire@TUDublin.ie

Conservatoire Administrator: Ms. Fiona Howard [Tel.] 01-2205031 [Email]
Fiona.howard@tudublin.ie

The Programme Co-ordinator is the academic leader for the programme and has a fundamental role to drive the programme, ensure the overall coherence of its delivery and uphold the reputation of the programme. The Programme Co-ordinator serves as the Chairperson of the Programme Team and of the Programme Committee. Their role includes convening meetings of the Programme Team and Programme Committee, maintaining minutes of these meetings, progressing their work and monitoring the implementation of the annual Quality Action Plan.

Each student's Principal Study lecturer acts as the student's tutor for the duration of the programme. S/he is normally the first point of contact for students who require advice or assistance.

Programme Management

The BMus programme is managed by a Programme Co-ordinator and a Programme Committee, which meets a minimum of three times a year (September, January and March). All lecturers teaching on the programme are members of the Programme Team, which meets twice a year. At least one Class Representative is nominated by each stage of a programme. These elected representatives are the spokespeople who represent students' views at Programme Committee meetings. On behalf of the class, they bring issues that need to be highlighted/addressed to the attention of lecturers and the Programme Co-ordinator. Class representatives are supported in their role by the Student's Union.

Programme Committee (2025-26):

Dr. Helen Lawlor, Programme Co-ordinator
Dr. Julie Maisel, Year Tutor (Years 1 and 3)
Mr Mark Redmond, Year Tutor (Years 2 and 4)
Dr. Paul McNulty, Head of Conservatoire
Head of Vocal, Opera & Drama Studies
Mr. Kevin Hanafin, Head of Orchestral Studies
Head of Academic Studies
Dr. David Mooney, Head of Keyboard Studies

Representatives from the Majors
Performance, Dr. David Mooney
Pedagogy, Dr. Lorraine O'Connell
Composition,
Irish Music, Mr. Odhrán O'Casaide
Musicology, Dr Adrian Smith

Departmental Representatives
Keyboard Studies, Ms Claire Flynn

Orchestral Studies, Mr. Ciarán O'Connell
Vocal Studies, Mr. Stephen Wallace

Student Representatives: TBC

All communications relating to the administration of the programme will be sent to students' TU Dublin email addresses.

Induction/Orientation
The orientation events are typically spread over three days during the week prior to the first week of Semester 1 in September and provide students with the information they need to commence their classes while also providing an opportunity for members of the class to get to know each other in a relaxed and informal setting. All new students (including Advanced Entry students) are invited to attend. Students are formally welcomed in an address by the Head of Conservatoire followed by a meeting with the Programme Co-ordinator who will provide students with their academic timetables and discuss the content of the timetables (including available optional modules). Students then meet with the Head of Discipline relative to their instrument/voice and are provided with the name and contact details of their Principal Study lecturer. Students also attend information sessions on Campus Life and meet representatives from the TU Dublin Students' Union and Chaplain Service. The Programme Co-ordinator also organises a number of events, which are primarily an opportunity for the class to get to know one another, to get to know some of the Conservatoire staff and also to broaden their music horizons to some extent. Students also attend a performance taking place in the city during the week with an introductory lecture on the concert programme by a staff member.

Programme Summary Information: Bachelor of Music [NFQ: Level 8]

Awards:
Bachelor of Music (Hons)
Bachelor of Music (Hons) in Performance
Bachelor of Music (Hons) in Composition
Bachelor of Music (Hons) in Pedagogy
Bachelor of Music (Hons) in Irish Traditional Music Studies
Bachelor of Music (Hons) in Musicology
Bachelor of Music (Hons) in Church Music

- Programme Duration: 4 years full time
- ECTS: 240 ECTS
- National Framework of Qualifications (NFQ) Level 8
- Proposed commencement date: September 2025

- Programme Attendance Methods: in person, on campus

Programme Accommodation

The BMus programme is taught at TU Dublin City Campus, located in Grangegorman in the heart of Dublin City, specifically in the University's East Quad and Lower House buildings. Both buildings are newly built/refurbished so the Conservatoire has state-of-the-art facilities on a par with similar international institutions. The Conservatoire has a range of specialised performance facilities including a 340-seat concert hall, 70-seat recital hall and an 80-seat Blackbox theatre, all located in the East Quad. The East Quad also has fully equipped lecture rooms, teaching and practice studios, an Organ Room, a Keyboard laboratory, a Percussion Suite, a Music Technology Lab equipped with Apple Mac computers, a recording studio, a Historical Instrument Room, as well as a canteen and student facilities located in the Lower House building. Almost all teaching and rehearsal rooms in the Conservatoire have grand or upright pianos. In addition to teaching instruments for organ and harpsichord, there are two two-manual organs available for practice and an additional double-manual and a single-manual harpsichord.

The Conservatoire's library is also located on campus at Park House and has extensive collections, which include an impressive range of multimedia resources and scores, as well as books, journals, databases, reference materials, electronic resources, and two specialist collections: the Anne Leahy Collection and the Library of the Society for Musicology in Ireland. The library has recently received a large bequest from the Derek Bell Collection. The library is also equipped with study spaces, audio-visual equipment, computers and copying/scanning facilities. Information on TU Dublin libraries and the library catalogue can be found at https://www.tudublin.ie/library/cc/.

Student computing facilities are available in all TU Dublin buildings. Most communal spaces on campus have Wi-Fi access, and computer terminals are available to students in the Music Technology Lab and in the library. The recording studio in Grangegorman, located on the third floor of the East Quad, features the latest digital and analog equipment with a state of the art 36-channel Calrec Brio console and a TL Audio 32 channel vintage analog tube console. The control room is adjacent to two large live rooms and is connected via *dante* to both the Concert Hall and the Recital Hall allowing for remote recordings from both spaces.

Brightspace is the official VLE (Virtual Learning Environment) TU Dublin learning platform and is used extensively by Conservatoire staff. The Learning, Teaching and Technology Centre (LTTC) provides ongoing training for staff and students.

Conservatoire Supports

The TU Dublin First Year Experience Framework for Success aims to ensure that incoming undergraduate students make a successful transition from secondary school and both engage with and commit to their chosen degree. Students are supported in the transition through early orientation, extended induction, peer engagement/mentoring, assessment and feedback, learning spaces and supports.

The Conservatoire offers a personal level of interaction between staff and students with weekly (or regular) feedback in many modules, peer engagement (in ensembles, song classes, orchestral and keyboard performance classes etc.), and an academic writing course and library introduction in the first semester as part of Learning Spaces and Supports. The student's Principal Study lecturer acts as a tutor and is available to advise students who are experiencing difficulties of an academic or personal nature. The Principal Study lecturer may refer the student to the Programme Co-ordinator, who will discuss the range of support structures available and will liaise with other staff as necessary. The new *Professional Studies* modules (over all four stages) address many aspects covered under the Graduate Attributes heading of the framework.

External Engagement Opportunities

External engagements are considered an integral part of our students' training and formation. Many students seek out engagements through their own contacts in the industry, often through staff and other students. Staff and Heads of Department regularly nominate students to industry partners for professional and semi-professional events. Conservatoire students are regularly engaged by RTE Performing groups, Irish National Opera, Wexford Festival Opera, Chamber Choir Ireland, Blackwater Valley Opera Festival, Lyric Opera, Irish Chamber Orchestra, Music Network. Students also have opportunities to be involved in choral and church music directing and community outreach initiatives through concerts, composition projects and community-based education projects.

For information on Erasmus, which offers students the opportunity to study abroad for one semester or one year in a partner institution (usually in Stage 3), please contact our Erasmus Co-ordinator Julie Maisel (Julie.maisel@tudublin.ie). For more information on the assessment procedures, please see under Award Classification below.

Progression Information, Access to Further Study and Career Opportunities

Performance is central to this programme, so many graduates will pursue careers in professional orchestras, opera choruses, and as instrumental and vocal soloists,

accompanists and répétiteurs. Graduates are also active as church organists, choir directors, conductors and freelance composers; those specialising in Irish Traditional Music feature prominently as performers in Ireland and abroad.

There are opportunities on the BMus programme to gain practical experience and theoretical knowledge in vocal and instrumental teaching, and graduates often find employment as instrumental/vocal teachers within music schools, colleges and academies. Some graduates have established their own private music schools/studios. For those who wish to pursue secondary classroom teaching, this is possible once a further Professional Masters of Education qualification has been gained.

The academic components of the BMus programme provide a solid foundation for those who may wish to pursue further study in academic research. Many graduates go on to pursue academic careers in areas such as musicology, music education and ethnomusicology, with some finding employment as lecturers in higher education institutions, including within the Conservatoire. There may be graduates who wish to pursue careers in arts administration and other professional areas. The BMus programme equips students with excellent writing and analytical skills together with professional development modules, which will be of great value to those who wish to move in this direction.

While a number of graduates proceed to our MMus, MPhil. PhD and DMus programmes, many undertake postgraduate studies in performance outside of Ireland. The UK conservatoires are the most popular destinations, along with European opera studios, and some graduates have pursued postgraduate studies in the USA.

Part 3: Programme Overview
Cuid 3: Léargas ar an gClár

Overview of Programme

Learning, Teaching, Assessment and Supports
Foghlaim, Múinteoireacht, Measúnú agus Tacaíochtaí

Assessment Guidelines

Assessment Strategy for the Programme and Student Feedback

The overriding philosophy of the programme's assessment is to ensure that all students meet the programme and module learning outcomes and are credited for all work/study undertaken. From the Performance Studies modules through to composition, aural and Supporting Musicianship, the final assessments are the culmination of months of work and preparation. In many academic subjects, students' progress is monitored and evaluated through continuous assessment, which forms part of a module's final mark. It is therefore very important that students engage from week 1 in all modules. For an overview of each Stage's assessment, including submission dates, please see the tables in Part 3 of this handbook. Links to the Marking Criteria Appendices are supplied separately. Past Exam papers are available from the library: https://www.tudublin.ie/for-students/student-services-and-support/examinations/exam-past-papers/.

With a strong emphasis on one-to-one learning and small group tuition (Principal Study, Second Study, Chamber Music etc.) students receive ongoing feedback (formative and summative) on their progress in each class. Students receive written reports on Performance Exams, which can be discussed with the Principal Study lecturer and/or Heads of Discipline. In academic subjects, formal feedback (written) on (written assignments) is given within four weeks of submission. Academic lecturers are also available to give feedback on written Exams.

Submission of Written Assignments/Projects

All written work (essays and projects) must be typed and prefaced with an Assignment Coversheet Declaration (this will be emailed to all students). Essays and assignments are subject to the same regulations as work carried out under Exam conditions (see below for information on plagiarism). All written submissions must adhere to the Conservatoire's House Style Guide (please see separate document supplied) and be submitted online (through Brightspace or by email to the lecturer (to be advised)) in Microsoft Word format.

All written work must be submitted by the date and time specified – normally 10.00am on Mondays. Students seeking a genuine extension (for medical/personal reasons) must complete the *Extension Request Form* (see Appendix 4) at least three days before the deadline and consult with their lecturer and the Programme Co-ordinator (if relevant). Most essays and larger assignments are given out well in advance of the submission date. Therefore, being ill on the day of submission is not normally grounds for an extension. However, each student's situation will be assessed on an individual basis.

Work submitted after the submission deadline (or after the approved extension date) incurs a penalty of 5% of the mark awarded (day 1) up to a maximum of 25% of the mark awarded (day 5). Should the penalty cause the mark to fall below the pass threshold, a pass mark will be recorded. Work will not be accepted after this unless a special arrangement has been made in advance with the lecturer.

All written assignments have a word-count. Students are given a +/- 10% leeway in terms of the word count. For example, in a 1,500-word essay a student is permitted to submit work of between 1,350 and 1,650 words. Assignments that are excessively short are unlikely to have addressed the question; assignments that are excessively long give students a perceived advantage over those who adhere to the word limit – concision is also an important attribute to scholarly writing. The penalty for not adhering to the word limit is up to 5% of the mark awarded. This is at the discretion of the lecturer whose prime concern is to ascertain if the question has been addressed. Should the penalty cause a student to fall below the pass threshold, a pass mark will be recorded. Adherence to a consistent referencing system and formatting (see the House Style Guide) is a vital component of any written work. Submissions that are not up to par in these areas are also subject to penalties of up to 10% of the mark awarded. Please also see the policy on Plagiarism available in the University's General Assessment Regulations: https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/city-student-assessment-regulations/general-assessment-regulations/

Dissertations and Research Projects
2.   Examiners and supervisors are aware that depending on the nature of the Dissertation/Research Project, there may be permissible (but slight) deviations from the recommended length. The following example is based on a project/dissertation of 10,000 words: in an analytical project that may have many music examples, tables, figures etc. the research question may be effectively answered through fewer words and come in at (for example) c. 8,000 words; in a project that involves a lot a sources and the weighing up of arguments, the 10,000 words may be slightly exceeded. In both examples, the criterium for whether the project is of an acceptable length is whether the research question has been successfully addressed. Conversely, an excessively long project that could have been addressed in c.10,000 words or an excessively short project (<8,000 words) that does not fully address the research questions will have up 5% of the mark awarded deducted. As the Dissertation and Research Project modules are part of a student's degree classification, the External Examiner will be consulted on any penalties applied.

Submission of Weekly Assignments
In composition and analytical modules a substantial proportion of the final grade is based on continuous assessment, and involves the submission of weekly/bi-weekly assignments. Please note the following:

• It is usually not possible to hand up such work late as it may be discussed in class; acceptance of late submissions is entirely at the discretion of the individual lecturer.
• Lecturers will take a student's top 75% marks in determining the final assessment mark for the module. For example: if there are 20 assignments throughout the course of a module, the top 15 will be used to arrive at the final

assessment mark. However, if a student only hands in 10 assignments, the final mark is still calculated by dividing by 15.

Class Tests/Presentations (Individual and Group)

In modules where a class test/presentation is part of the assessment process, non-attendance without medical certification/Personal Circumstance form will result in the student forfeiting the marks. Under normal circumstances these tests cannot be rescheduled. In group presentations, students are expected to engage with the other members of their group and to collaborate in producing and presenting the presentation. Each group presentation is awarded a mark which then applies to each member of the group.

Internal Exam Processes/Monitoring Standards

Academic modules are assessed by the module lecturer. A selection of assessments (Exams/ essays/projects etc.) – top, middle and bottom grades (including all fails) – are co-marked by an internal colleague. In modules that involve student presentations, an internal colleague co-examines with the module lecturer. Information on the Exam panels for performance-based modules and the *Major* assessments in Stages 3 and 4, can be found in the section on External Examiners (below).

Note: Please see the individual module descriptors where the learning outcomes and assessment requirements are detailed. Further details, including specific assessment criteria where appropriate, will be provided when individual assessments are presented to the class. Students will receive a detailed assessment schedule for each module at the start of each semester.

Applications for Module Exemptions

There are 'technically' no Module Exemptions on the BMus programme with the exception of *Foundations of Musical Theory* in Stage 1(Students take Composition studies 1 in stage 1 instead and composition studies 2 in stage 2. Students taking Foundations of Musical Theory in stage 1 will take Composition Studies 1 in stage 2.). However, if a student believes that s/he has met the learning outcomes of a particular module, s/he should contact the relevant Head of Department and the Programme Co-ordinator.

Assessment Regulations

– The University Assessment Regulations are available at the following link: https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/assessment-/TU-Dublin-Assessment-Regulations-for-Taught-Programmes-(Published-August-2025).pdf

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– Section 4.3 of the regulations describes the Grade Point Average (GPA) grading scheme. Further information and Frequently Asked Questions can be found at: https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/

- Section 4.3 also details how your award classification is calculated.
- The assessment regulations detail the rules and criteria pertaining to Progression (i.e., moving from one stage of the programme to the next) in Section 3.
- The assessment regulations also describe the procedures to be followed after your results are released, e.g., if you wish to apply for a re-check or re-mark, or to appeal the decision of an assessment board.
- The procedures to be followed when you miss an assessment, or do not perform as expected, due to extenuating circumstances are also presented in the assessment regulations (Section 12) and the procedures for deferring an assessment (Section 10).

Student Feedback (Quality Assurance)

Student feedback is encouraged and valued by the Conservatoire, and there are various ways, both formally and informally, in which students are afforded an opportunity to provide feedback on all aspects of their learning experience. The Programme Co-ordinator meets with students on a regular basis so that students can raise any issues which are of concern. The four student representatives are invited to attend Programme Committee meetings throughout the year and raise issues or provide input on discussions. All first- and final-year students are invited to complete the national Irish Survey of Student Engagement (ISSE) www.StudentSurvey.ie during February each year. Through the Q6a form, students provide direct feedback to lecturers on individual modules; staff collate these in the Q6b, and forward the responses to the Programme Co-ordinator to identify items for the QA Action Plan (as part of the annual monitoring through the Q5 form). In addition, students in all years are invited to complete online the TU Dublin Annual Programme Quality Assurance Form (Q6c). The data collected from both surveys (Q6c and ISSE) is supplied to the Programme Co-ordinator through the Conservatoire office and the findings are considered by the Programme Committee and positive action is taken where feasible.

External Examiners

External Examiners are appointed by Academic Council to ensure that the results achieved by the student are appropriate, judged by their assessment performance. External Examiners shall have regard to the need for equity in assessment, the level of award, the objectives and nature of the programme, and the appropriate national and international standards which prevail in the discipline. Their duties include approving assessment methods, assessment criteria, draft exam papers and marking schemes, as appropriate. They consider marked exam scripts and other assessments (for example Performance), attend Module/Progression and Awards Board meetings and ensure that the results achieved by candidates are appropriate. At least one External Examiner is appointed.

In line with international practice, the Conservatoire employs specialist instrumental and vocal examiners for the Recital exams in May each year. While the overall External Examiner has responsibility for monitoring the entire programme, both academic and practical, these examiners are invited to join panels for performance exams. Using the marking criteria, these individuals are experienced performance educators, normally drawn from other Conservatoires. The Conservatoire also engages External Examiners to assess students' *Teaching Practice* on the Pedagogy Major and *Composition Portfolios* on the Composition Major.

Examination Panels
Performance Studies 1:
Technical: Head of Discipline (or nominee) [Chair] and two internal vocal/instrumental lecturers.
Recital: Head of Discipline (or nominee) and two internal vocal/instrumental lecturers.

Performance Studies 2, 3A, 3B, 4A, 4B:
Technical/Concerto/Orchestral Audition: Head of Discipline (or nominee) [Chair] and two internal vocal/instrumental lecturers.
Recital: Specialist external vocal/instrumental examiner, Head of Discipline (or nominee) and an internal vocal/instrumental lecturer. The overall External Examiner may also attend.

Dissertation/Research Project:
Supervisor and second reader with moderation by the overall external examiner.

Composition Portfolio:
Specialist external composer and an internal examiner.

Teaching Practice: external examiner (pedagogy), relevant Head of Discipline and the Teaching Practice supervisor.

Keyboard Studies 3 & 4:
Two internal examiners.

Chamber Music:
One Head of Discipline (or nominee) and two internal examiners.
Conducting:
Module lecturer and an internal examiner.

Improvisation:

Module lecturer and an internal examiner.

Supporting Musicianship (Second Study):
Two internal examiners.

Supporting Musicianship (Keyboard Skills):
Module lecturer and an internal examiner.

Aural (Viva Voces):
Module lecturer and an internal examiner.

Programme and Module Modification Process
The Programme Committee reflects on the BMus programme annually through the Q5 form. Based on feedback from students (Q6A and Q6C) and staff (Q6B), programme and/or module amendments (from staff or members of the committee) are discussed by the Programme Committee and then put forward to the Academic Quality Assurance Office.

Programme Aims and Learning Outcomes
The overall aims of the programme are in line with the Conservatoire, Faculty and University aspirations for professional development and employability. The programme places renewed emphasis on developing holistic skills to prepare graduates for the demands of an ever-changing marketplace. Whilst maintaining the highest standards of performance and academic education, there is additional emphasis on the provision of student/person-centred modules which ensure opportunities for personal growth and an awareness of health lifestyle, both physical and mental.

Programme Learning Outcomes

On completion of the programme, the student will be able to:
1. Demonstrate the practical knowledge, strategies and the underlying theoretical concepts necessary to participate effectively in the music profession as a multi-skilled artist with a breadth of musical knowledge and experience.
2. Display detailed knowledge and understanding across a range of specialised areas in a wide variety of music contexts.
3. Demonstrate and articulate detailed knowledge and mastery within chosen areas of specialism as performer, teacher, composer or academic.

4. Apply appropriate musical judgement in the integration of practical skills and theoretical concepts across a range of musical activities and outcomes.

5. Employ advanced creative and critical skills as a musician to produce high level performances, composition portfolios, research projects/theses.

6. Demonstrate, develop and maintain collaborative skills leading to successful participation in teamwork, both in professional contexts and in everyday life as a global citizen.

7. Demonstrate self-motivation and self-management skills to develop successful portfolio or traditional careers and to work in an entrepreneurial, ever-changing, competitive industry.

8. Draw upon the skills, knowledge and expertise necessary for further study and lifelong professional development as a reflective practitioner.

9. Demonstrate individual musical artistry within chosen areas of the music profession and communicate/work with peers to promote music as an art form and contribute to its function within society.

Graduate Attributes

The *TU Dublin Graduate Attributes* were developed to provide an over-arching cohesion to programme and module development, with the emerging graduate at the centre of the discourse. As a music degree programme that has, since its inception, focused on preparing graduates for work in the profession, these attributes have consistently featured in discussion and planning at all levels. Preparing graduates for the 'real world' of the music profession has long been a particular objective at the Conservatoire.

The Graduate Attributes are listed below with appropriate examples of their integration into the current programme design.

1. **Enterprising**: Musicians, by their nature, need to be adaptable and flexible so that they can work in a variety of settings. While many aspire to solo careers, the reality of the work environment dictates that multi-skilled, rounded graduates are more likely to carve out careers than those who single-mindedly pursue a solo career to the exclusion of all else. Collaborative engagement is a strong feature of this programme. Students participate in a wide variety of group performance initiatives to complement their solo ambitions. Equally, students are taught to work alone; time spent in the practice room is vitally important and students need to learn how best to use this time.

2. **Engaged**: Musicians are increasingly expected to engage with the music and their audiences, not just as 'the performer' but also as an expert, critic, educator, community advocate and in many other roles. In addition to fostering motivated, global citizens, the range of communication skills that are so vital for musicians are honed at every level of the programme, through their one-to-one lessons,

performance discussion classes, concerts, class presentations, research activities and concert attendance.

3. **Enquiry-based**: All of the modules require critical thinking; problem-solving skills are central to composition, pedagogy, research and writing skills, and day-to-day performance analysis.

4. **Expert**: The cultivation of discipline-knowledge is a critical objective in any Conservatoire education. Stylistic awareness, technical proficiency and repertoire knowledge all suffuse with the underpinning of aural skills, historical context, composition and keyboard techniques, and specialist study areas. The programme develops these skills exponentially through the four stages in a systematic series of appropriately focussed building blocks. Reflective practice is a pivotal, organic component of instrumental and vocal learning and teaching. Modules in music technology ensure that graduates are digitally literate as required by today's music industry.

5. **Effective**: In addition to the myriad skills already mentioned, music graduates are generally aware that they are entering a demanding and highly competitive profession. A series of professional development modules (*Professional Studies* 1, 2, 3 and 4) has been designed to enable students to equip themselves both musically and personally to meet these demands. Personal resilience results from engaging with the profession. Strategic thinking and the development of emotional intelligence form part of the natural progression of any musician.

Module Exemptions

Students must complete all core modules and have some flexibility in terms of choosing electives/options. In Stage 1, all students will undertake a written/aural Exam during Induction Week. Subject to achieving an overall mark greater than 70%, students will be exempt from *Foundations of Musical Theory* and will be placed in *Composition Studies 1*.

If a student gets an exemption from a module in Stages 1 and/or 2 (based on Recognition of Prior Learning (RPL)), no mark will be recorded for the module. In the unlikely event that RPL is recognised for a module(s) in Stages 3 and 4, these modules will be excluded from a student's degree classification. In all instances, 'EX' will be recorded on a student's Exam transcript.

Aural: in order for a student to be exempt from *Aural 1* and/or 2, they must demonstrate that the learning outcomes have been met. Subject to timetabling constraints, a student exempt from *Aural 1*, may take *Aural 2* but this mark will be recorded in their Stage 2 record.

Supporting Musicianship: a practical Exam is required for the Second Study component to determine whether an exemption can be granted. However, the Conservatoire would normally advise advanced performers to take the component to further their skills, even if this

exceeds the Learning Outcomes. A similar approach applies to the Keyboard Skills component.

A student is exempt from modules in a Stage when taking an Erasmus year. However, if a student fails to achieve 60 ECTS credits, the deficit is usually made up by carrying a module(s) from the relevant stage or, with approval, an additional module(s) in the next Stage.

Assessment Regulations
Progression within the Programme

It is envisaged that a student will complete the degree within the four-year timeframe. From time to time a student may need to take a year out but this should rarely exceed two years (meaning that the programme should be completed within six years). The Conservatoire reserves the right to re-audition a student who takes two or more consecutive years out.

Normally, the carrying of uncompleted modules from one programme stage to the next is not permitted. However, where a student fails a module or modules (or does not complete a module for exceptional personal circumstances) and hence does not qualify for progression to the next stage of a programme, the Programme Assessment Board may allow the student progress to the next stage
while 'carrying' the failed or uncompleted module(s) if it deems it appropriate to do so. The Programme Assessment Board must consider each eligible student on case-by-case basis and adhere to the following rules. A student must at a minimum, meet the following criteria to be deemed eligible for consideration:

3.2.1 The student has obtained not less than 50 ECTS credits at the current stage along with a GPA score of 2.2 or 50% average for modules passed. Note that pro-rata arrangements may be applied where the total ECTS to be obtained for a programme stage is less than 60 ECTS.

3.2.2 Carrying modules is generally only permitted within the same programme1, i.e., a student cannot carry a module into a programme they are transferring or progressing into. (An exception to this is where a student is progressing from a common or general entry programme).

3.2.3 The student has engaged with all scheduled opportunities to repeat any outstanding modules prior to Programme Assessment Board.

3.2.4 The uncompleted modules are not prerequisites for modules in the following year.

- A student will not normally be allowed to carry modules into the final year of a programme.
- A student will not be allowed to progress to the subsequent year of a programme carrying a module from the previous year. For example, a student in stage 2 of a programme carrying a module from stage 1, cannot progress into stage 3 until the student passes the stage 1 module.

- Where a student is permitted to progress carrying module(s), the following shall apply:

a. Maximum of up to 2 x 5 (OR 1 x 10) ECTS Credits modules are allowed to be carried.

b. The student is aware that participating under these conditions will result in a workload which will be higher than normally expected by the students.

However, there are some modules which cannot be carried: *Performance Studies*, *Aural*, *Supporting Musicianship* and *Ensemble*. For information on the policy on Passing by Compensation, please see the *Assessment Regulations for Taught Programmes*:

https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/assessment-/Student-Guide-to-Assessment-Regulations-for-Taught-Programmes.pdf

A deferral in a module permits a student to resit module components without penalty. If the module (or component) is being taken as a second (or subsequent) attempt (referral), the recorded mark cannot exceed 40% (or the minimum pass mark if different from 40%).

Award Classification

Students who successfully complete 240 ECTS credits are eligible for a Level 8 Honours qualification – Bachelor of Music. Students who specialise in Stages 3 and 4 are eligible for one of the following Honours awards (all Level 8):

Bachelor of Music (Hons)
Bachelor of Music (Hons) in Performance
Bachelor of Music (Hons) in Composition
Bachelor of Music (Hons) in Pedagogy
Bachelor of Music (Hons) in Irish Traditional Music Studies
Bachelor of Music (Hons) in Musicology
Bachelor of Music (Hons) in Church Music

The degree classification is based on the 120 ECTS credits taken in Stages 3 and 4, weighted at 50% each (see below for procedures for Erasmus students).

A student who has successfully completed Stage 3 on a particular Major may transfer to the Bachelor of Music in Stage 4 and be awarded the Bachelor of Music (Hons). A student who wishes to change Major in Stage 4 (or who has completed the Bachelor of Music Stage 3 and then decides s/he wishes to specialise) will normally be required to undertake the relevant Stage 3 modules of the Major before progressing to Stage 4. Fees will be incurred for this.

NB: Students who fail the assessment of one or more of the modules which contribute to their final award classification are permitted to resit the assessment once

for each of those modules without prejudice to the award of Honours. Students who fail a further resit of any of these modules will not be eligible for the Honours classification.

Erasmus: The Conservatoire has an assigned Erasmus co-ordinator who, along with the Head of Academic Studies, signs off the Learning Agreement. The following policies specifically apply to a Stage 3 or Stage 4 student.

1. As part of the Learning Agreement, the Conservatoire will ensure that results from the partner institution can be converted to the TU Dublin marking rubrics (if not in a similar format) and that an agreed marking scheme is in place before studies commence.
2. A student's results from the partner institution will count towards a student's degree classification (if Erasmus is taken in Stage 3 or 4), based on the credits and marks awarded in the partner institution. The student will receive an overall mark for the Stage from the Conservatoire. In the event that some non-core modules in the partner institution are assessed as pass/fail, these credits will be excluded from the degree classification.
3. If a Stage 3 or 4 student takes an Erasmus year (or semester) in a partner institution, the modules chosen must be on a par with the standard of the specialisms in Stages 3 and 4 of the BMus degree.
4. In terms of ensuring equity, all Erasmus students must take Performance Studies (or its equivalent in the other institution) at a level comparable to that of Stage 3 of the BMus programme. For example, if a student is on the Performance Major, the Learning Agreement should, as closely as possible, include 50% Performance (30 out of 60 ECTS credits); a pro-rata level applies to a student taking Performance at 20 ECTS credits or if the period of study is for one semester.

BMus Special Awards
The Conservatoire rewards exceptional performance in various disciplines at the Exam Board each year.

The Michael McNamara Award
This is awarded to the student who gains the highest mark in Performance Studies 4 (on the Performance Major). Normally, recipients should have a First in their overall degree classification.

The Nuala Levins Award
This is awarded to the student who gains the highest overall mark in the combined Pedagogy modules in Stage 4.

The Anne Leahy Award
This is awarded to the student who gains the highest mark in the Stage 4 Dissertation/Research Project (on any Major).

The Patrick Flood Award

This is awarded to the student who gains the highest mark in guitar performance across the four stages of the programme.

The Leo Rowsome Award
This is awarded to the student who gains the highest overall mark in their final recital (Traditional Irish Performance) on either the BMus or MMus programme.

Exit Awards
If a BMus (Hons) student *exits voluntarily* without an award below the level of an honours degree, that student may, at a point in the future, re-apply for entry to the subsequent stage of the programme of study. Re-entry will always be conditional upon the outcome of an audition/interview.

Minimum Requirements for the Conferment of Awards on the BMus Programme

End of Stage on BMus Programme	ECTS Completed	Qualification	NFQ Level
2	120	Higher Certificate in Music	6
3	180	Bachelor of Arts (Music)	7
4	240	Bachelor of Music (Hons)	8

Higher Certificate
The Higher Certificate may be conferred upon a candidate who has completed an approved programme of study totalling at least 120 ECTS credits at NFQ Level 6 or higher, normally including 60 ECTS credits from Stage 2 of the BMus programme. The Higher Certificate in Music is not a classified award.

Stage 2 (Level 6) Learning Outcomes
On completion of Stage 2, and in order to progress to Stage 3 or to be awarded the Higher Certificate in Music, students are expected to be able to:
1.   perform creatively and imaginatively in a variety of contexts with musical skill and technical and expressive ability in their principal study discipline
2.   demonstrate experience of a broad range of musical repertoires and styles
3.   demonstrate some critical and analytical understanding underpinned by theory

4. demonstrate a well-developed understanding of the language of music (aural and written) and the history of music
5. communicate ideas through various means, including writing and performance
6. demonstrate inter-personal skills and attitudes to enable collaboration in a variety of contexts
7. demonstrate a degree of personal autonomy in managing practice and learning, and demonstrate responsibility for the quality of work

Degree of Bachelor of Arts in Music, BA (Music)
The degree of Bachelor of Arts in Music, BA (Music), may be conferred upon a candidate who has completed an approved programme of study totalling at least 180 ECTS credits, normally including 60 ECTS credits from Stage 3 of the BMus programme. The Bachelor of Arts (Music) is not a classified award.

Stage 3 (Level 7) Learning Outcomes
On completion of Stage 3, and in order to progress to Stage 4 or to be awarded the Bachelor of Arts (Music) degree, students are expected to be able to:
1. perform creatively and imaginatively in a variety of contexts with a high degree of musical skill and technical and expressive ability in their principal study discipline
2. demonstrate specialist experience of a variety of musical repertoires and styles
3. make artistic choices based on critical and analytical understanding, underpinned by theory and current research
4. demonstrate a highly developed understanding of the language of music in specific areas relating to individual interests
5. communicate an emerging personal artistic voice through various means, including writing and performance
6. demonstrate well-developed inter-personal skills and attitudes to enable collaboration and leadership in a variety of contexts
7. demonstrate a high degree of personal autonomy in managing practice and learning, and demonstrate responsibility for the quality of work

Derogations from the General Assessment Regulations
Four Attempts at a Module
Approved in May 2012, the Conservatoire permits only four attempts at a module. In exceptional circumstances, one further attempt may be allowed: this must be approved by the Head of School.

Performance Studies (Additional Information)

In common with other Conservatoire programmes, re-mark requests are not permitted for performance/live examinations. In the *Performance Studies* modules, please note the following requirements for passing the module: all components must be passed in order to progress to the next stage of the programme or to graduate. Should a student fail the Technical (or Concerto, Orchestral Audition in Stage 4) part of the Principal Study component or any of the Performance Classes, a resit is permitted in August/September. There are no supplemental examinations in August/September for students who have not passed the Recital component of Principal Study and reassessment takes place at the end of the next academic year. In *Vocal Performance Studies*, internal compensation is permitted within the Performance Platform component.

In order to take Performance Studies 3A/4A (i.e. to choose Performance as the Major option at 30 ECTS credits), students must achieve a minimum mark of 60% in their Performance Exam 2 (Recital) in Stage 2.

Students must submit their Recital Programme by 31 March for approval by the relevant Head of Discipline. Students may NOT perform a work/piece examined in previous years/modules and advice should be sought from your principal studies lecturer.

Supporting Musicianship 1 and 2
In order to pass these modules, students must attain the minimum pass mark (40%) in the Exams in both Keyboard Skills and Second Study.

Keyboard Studies 3 & 4
In order to be eligible to take Keyboard Studies 3, a student is required to achieve a minimum mark of 55% in the Second Study Exam component of Supporting Musicianship 2 (Stage 2). However, notwithstanding the result achieved, the decision as to whether a student will be offered a place in Keyboard Studies 3 ultimately lies with the Head of Keyboard Studies and is dependent on the resources available. Students who achieve a mark of 55% in Keyboard Studies 3 are eligible to apply to take Keyboard Studies 4.

Higher Pass Marks in some Modules
The following modules have a pass mark greater than 40%:
Stages 1-4: Ensemble – 50% (see below for further information)
Stage 1: Foundations of Musical Theory – 60%
Stage 2: Aural 2 – 50%
Stage 3: Aural 3 – 50%

A pass by compensation may be awarded (if applicable) where the student's grade is within 5% of the pass mark.

Attendance

TU Dublin Conservatoire specialises in practice-based programmes of study, carefully designed to ensure students receive the best preparation possible for their future careers in music. Staff are dedicated to ensuring students achieve their full potential as professional performing artists – and to succeed to the very best of their ability. Therefore, students are encouraged and expected to acquire professional habits from the outset of their studies, including excellent standards in attendance and punctuality so that everyone derives maximum benefit from classes. This is particularly important in music where participation in group/ensemble work is central to students' learning, and where absence or lateness adversely affects the end result of a group/ensemble performance project.

Out of courtesy, students should email academic lecturers if they are unexpectedly absent from a class. However, for all one-to-one meetings (for example: Principal Study, Second Study, Dissertation supervisions) and Chamber Music groups, students must email the lecturer in advance, preferably with 24 hours' notice, so that the time slot can be offered to another student. Please pay particular attention to the attendance regulations for the *Ensemble* and *Chamber Music* modules (see below).

It is understandable that some students need to take on some part-time work in order to manage the costs associated with third-level education, but this should not be to the detriment of their attendance/studies. However, students are not permitted to miss lectures, tutorials, ensembles, performances or one-to-one lessons because of on-going work commitments outside the University. Timetables are issued at the start of the Academic Year, but sometimes minor changes have to be made. As a result, students should not make a long-term commitment to outside work until they are fully settled in the course. It is not acceptable to leave a lecture early because of outside commitments unless it is a special circumstance. In addition, some ensembles and performances are likely to take place outside of normal working hours; this is par for the course for a professional musician and is therefore no different for a student.

Ensemble

Students are required to participate in a variety of Conservatoire ensembles and will be officially assigned to one ensemble per Stage for

the purpose of assessment. This does not preclude a student from participating in another ensemble, but attendance at a second ensemble may not be formally credited. All ensembles give regular public concerts, including recitals, lunchtime concerts, musical evenings, and opera and drama productions. (In order to participate in Chamber Choir, students are auditioned.)

BMus TU963 Ensemble Module Requirements:

Guitarists: All years: Choral Society and Guitar Ensemble Class

Pianists/Organists:

Years 1 and 2: Choral Society and Piano Discussion Class

Alternative (for Years 3 and 4 only): Choral Society/Piano Accompaniment Class and Piano Discussion class

Singers:
Years 1 and 2: Must participate in either Choral Society or Chamber Choir (Chamber choir is by audition only)
Years 3 and 4: Choral Society or Chamber Choir and ONE of the following:

> • Opera Class (3rd and 4th years only)

> • Outside Opera Company production (3rd and 4th years only)

> • Stage Craft Class

Traditional: All years: Traditional music ensembles

Orchestral: All years: orchestra/other ensembles

A student's membership of an ensemble will be officially recorded by his/her head of department for the purpose of assessment at the end of the year.

Exemptions from attending the nominated/designated ensemble for third- and fourth-year students will be considered subject to students offering an alternative ensemble-based performance. This must be applied for in writing at the start of the year and will be considered/approved by the Programme Committee.

Students are assessed through two tutor's report (one for each semester – worth 50% each: see the module descriptor for more information, and the Marking Criteria in Appendix 2B). The pass mark is 50%. Please note the following with respect to attendance and assessment: students are required to attend <u>all</u> rehearsals and all official performances. In the event that a student misses a rehearsal without a valid/certified

excuse, a penalty of 5 percentage points (of the semester's result) is applied for each missed rehearsal. As punctuality is crucial for the professional management of an ensemble, two late arrivals (more than 10 minutes after the scheduled start) will count as one absence and the 5-percentage point penalty will apply. Students are expected to arrive in advance so rehearsals can begin promptly. Students are not permitted to leave early unless it has been brought to the attention of the ensemble manager and approved by the HOD prior to the rehearsal.

If, in exceptional circumstances, a student is unable to attend any form of orchestral-based rehearsal, the appropriate Ensembles Manager/Director must be contacted. Absence from other ensembles should be directed to the appropriate co-ordinator/director—*not the Programme Co-ordinator*. Permission to be absent is at the discretion of the Ensemble Manager/Director.

If a student does not attain the pass mark but has participated in all official performances, s/he is eligible for reassessment though a performance exam of repertoire covered. This usually takes place in late August/early September.

Non-participation (i.e. an un-excused absence) in a performance is an automatic fail, which can have serious ramifications for progression, as this module cannot be carried to the next stage.

Where extra rehearsals are called for, the Head of Discipline will co-ordinate the timetable and all other arrangements regarding rehearsals. This will be done in conjunction with the Head of Academic Studies to minimise disruption to the academic timetable. Where there is an unavoidable clash, the Head of Academic Studies will inform the relevant lecturers, giving as much notice as possible.

Chamber Music
In Stages 1 and 2 The *Chamber Music* modules run from week 3 Semester 1 until the middle of Semester 2. In the weeks leading up to the start of the module, the Chamber Music Co-ordinators will liaise with students and tutors to set up groups and discuss repertoire. Please note the following:

- The performance should be a balanced recital.
- Continuous Assessment accounts for 60% of the module mark based on the following criteria: Technical and interpretative proficiency in rehearsal and performance; Self-directed preparation and rehearsal techniques; Contribution to the group; Knowledge and competence of chosen repertoire; Professional attitude and attendance.
- The remaining 40% is allocated to end-of-module performance exam.
- The Examination Panel will consist of one Head of Discipline and two internal examiners.

- None of the examiners present can be the student's Principal Study or Chamber Music lecturer. The Examination Panel compiles a single agreed written report on the ensemble's performance but individual marks are awarded to each member. A Head of Discipline (or nominated Chairperson) will normally write the report, taking account of the views of the other panel members. The report is written, and the grades awarded, with reference to the module learning outcomes and assessment criteria. The report form is signed by all members of the Examination Panel (but not the overall External Examiner – if present, s/he is not directly involved in the examination of the candidate/candidates).
- The programme, selected in consultation with the Chamber Music lecturer, must enable the candidate/candidates to engage as a primary performer within the context of chamber music.
- Whilst participating as an equal member of the team, both technically and musically, individuals are expected to function in a leadership/leading role where the music demands it.
- The candidate/candidates should demonstrate instrumental technique appropriate to the genre, with interactive skills, and group awareness.

Cancelled Classes

From time to time, due to illness or external engagements, a member of staff may have to cancel a class. Every effort will be made to make up such classes at a mutually convenient time and notice of the cancellation/rescheduling will be as timely as possible.

Absence Requests

If a student needs to be absent due to an external engagement or for any other reason during term time, they must complete an *Absence Request Form* (see Appendix 4). This form should be used to request absence for any planned event, whether an external engagement (involvement in an external production, competition, etc.) or attendance at personal events (family or planned medical appointments etc).

For all external engagements and other absence requests (including competitions), submit the form to your Head of Discipline; if the absence is approved, the HoD will sign the form and return it to you for forwarding to the Programme Co-ordinator, who will record the absence request. Having been granted permission to be absent, you must email all relevant lecturer(s) regarding the classes (etc.) to be missed.

If the absence request is for several competition entries (e.g., during the Feis Ceoil), simply list all competitions and associated absences on the reverse of a single Absence Request Form – there is no need to submit multiple forms. If approval is not granted at any step, the form will be returned to the student with an explanation. Absence Request Forms should be submitted as soon as possible and normally no later than three working days before the requested absence.

Illness and Personal Circumstances

If a student misses a class due to illness or are absent for a considerable period of time, they must provide a medical certificate upon their return in order to have this absence excused; otherwise, it will remain on their record as 'absent'. This is especially important for the Ensemble module. Please email the relevant lecturers and Programme Co-ordinator no later than 9.30am on the day of your absence. If a student is unable to sit an exam due to illness or other personal circumstances, please complete a Personal Circumstances Form and submit this (with a medical certificate if applicable) to the Programme Co-ordinator.

Transfer Protocol for Principal Study (Performance Studies)
Most students will remain with their Principal Study lecturer throughout the four years of the programme. However, there may be instances where a transfer from one lecturer to another is necessary or requested. All transfers must be discussed with and sanctioned by the relevant Head of Discipline. Should a student wish to transfer to another lecturer, the following guidance should be followed.

The transfer of a student from one lecturer to another is considered on a case-by-case basis. A student wishing to consider a transfer should meet with their relevant Head of Discipline to discuss their reasons for seeking a transfer. Students should note that it may not be possible to facilitate a transfer: for example, if there is only one lecturer teaching the instrument, or if there are no anticipated vacancies for the next academic year in other lecturers' timetables etc. Applications for transfer must submitted by 30 April for the next academic year. Only in very exceptional circumstances will a request be considered after the academic year has commenced.

If the transfer is possible and sanctioned by the Head of Discipline, the Head of Discipline will discuss the matter with the current Principal Study lecturer, after which the student may be asked to speak directly with their current lecturer. No student should seek a consultation lesson with another lecturer, unless this has been approved by their Head of Discipline and the current Principal Study lecturer has been informed.

Summary of Recital Lengths for Performance Studies

The recital lengths below are the minimum and maximum for each instrument/voice. Recitals that exceed the maximum duration will be stopped.

Instrument/Stage	Recital Length	ECTS
Vocal Performance 1	4 pieces	20
Keyboard Performance 1	20–25 minutes	20
Orchestral Performance 1	20–25 minutes	20
Traditional Performance 1	20–25 minutes	15
Vocal Performance 2	5 pieces	20
Keyboard Performance 2	25–30 minutes	20
Orchestral Performance 2	25–30 minutes	20
Traditional Performance 2	25–30 minutes	15

Vocal Performance 3A (Major)	35–40 minutes	30
Keyboard Performance 3A (Major)	35–40 minutes	30
Orchestral Performance 3A (Major)	35–40 minutes	30
Performance (Erasmus – 1 semester)	20–30 minutes	15
Traditional Performance 3	30–35 minutes	20
Vocal Performance 3B	30–35 minutes	20
Keyboard Performance 3B	30–35 minutes	20
Orchestral Performance 3B	30–35 minutes	20
Vocal Performance 4A (Major)	50–55 minutes	30
Keyboard Performance 4A (Major)	50–55 minutes	30
Orchestral Performance 4A (Major)	50–55 minutes	30
Traditional Performance 4	35–40 minutes	20
Vocal Performance 4B	35–40 minutes	20
Keyboard Performance 4B	35–40 minutes	20
Orchestral Performance 4B	35–40 minutes	20

Programme Schedule

Programme and Assessment Schedules

The Programme Schedule tables detail the core and optional modules, credits, teaching methods, teaching contact hours (TCH), self-directed learning hours (SLH) and assessment weightings. The Academic Year Structure tables provide information on the scheduling and duration of modules and a list of pre-requisites.

In the following tables:
   Code = CRN [Course Reference Number] (tbc) to facilitate student self-enrolment
   TCH = Teaching Contact Hours
   SLH = Self-directed Learning Hours
   C/A = Continuous Assessment

A detailed breakdown of Assessments follows the Programme Schedule tables.

In the Assessment tables, please note the following: in Semester 1, the Review week normally happens around the October Bank Holiday. This means that the final week of teaching is Week 13. In Semester 2, the Review week sometimes occurs at the end of the semester. In this instance, for modules that have an assessment in the final teaching week, this will be week 12. The weeks in the following tables are indicative only. Students will be advised of exact submission dates at the start of each module/semester. An x after 'S' indicates that the module has not yet been assigned a semester.

Please note: information may change through the programme/module change process.

Student Registration
Please note: it is the responsibility of each student to complete registration and ensure that they are registered on 60ECTS per year. These must be selected in accordance with specialisms and approved options.

Academic Integrity in TU Dublin

TU Dublin is committed to promote a culture amongst staff and students to uphold academic integrity. At its most basic academic integrity is about being honest and moral in an academic setting. To adhere to this means that we, as a university community, can have confidence in the high quality of our teaching, learning, assessment, and associated supports.

You will be aware of artificial intelligence (AI) systems and essay mills that purport to "do the work for you". Before you decide to rely on these systems, pause and reflect! The use in part or entirely of such systems to produce any assessment and coursework is considered by TU Dublin to be a serious breach of academic integrity.

TU Dublin has developed resources for both students and staff on the topic of academic integrity which you are encouraged to explore to increase awareness of your responsibilities.

The University has installed a self-directed learning programme on Academic Integrity that you are required to complete. You will find the module on your individual page in the Brightspace Virtual Learning Environment (VLE) by searching for academic integrity. When you sign the Student Declaration you are acknowledging your responsibility to undertake this module and to refrain from engaging in practises that breach academic conduct.

This academic term will see the introduction of a university-wide Academic Misconduct Score Card which will be used by academic members of staff where suspected instances of academic misconduct occur. Please note that instances of academic misconduct, once proven, will result in sanctions that may include suspension, or the withdrawal of an academic award (i.e. your degree).

Please note that there are academic supports provided by the University (https://www.tudublin.ie/for-students/student-services-and-support/academic-support/).

Assessment serves several purposes at TU Dublin: as well as assuring us that YOU have achieved the required learning outcomes and the associated professional standards of the programme, assessments are also used to provide both you and the university with feedback on your learning progress and where necessary to put in place the additional supports or resources.

Such an aspiration is not without its challenges in the face of sophisticated, accessible and low-cost cheating services. However, if we are to have confidence in programme development, monitoring and review, assessment, teaching and learning methodologies, feedback mechanisms, professional development programmes for staff, supports and

training for learners, and information for external stakeholders then we all have an obligation to make academic integrity a core value of our university community.

Aside from any penalties that may be imposed for breaches in academic integrity, any attempt to undermine academic integrity will result in a diminishing confidence in the value and reputation of our programmes and awards. Any conduct which contributes to this corrupts our reputation as individuals and harms the reputation of our University. Derogations to this may be granted by individual academics and programme boards in instances where the acknowledged and documented use of AI does not undermine the module or programme outcomes and is a contributory element in the learner experience. Such derogations will be provided on a case by case basis and will normally be provided in writing (usually stated on an assignment specification etc.). Any student who is in doubt about the legitimate use of AI systems, or issues of academic integrity should in the first instance, consult with their Programme Co-ordinator or individual module lecturer.

Some Examples of Academic Misconduct:

Submitting **work that has been done in whole or in part by someone else** or submitting work which has been created artificially, e.g., by a machine or through artificial intelligence. This may be work completed for a learner by a peer, family member or friend or which has been produced, commercially or otherwise, by a third party for a pre-agreed fee (contracted);

Submitting work in which the learner has included **unreferenced material taken from another source(s)** (plagiarism);

Submitting work that may be **use of a ghost writer to carry out assessed work** which is then submitted as the learner's own work;

Submitting **work that has been previously submitted** by a fellow student and claiming it to be your work;

Submitting **falsified references designed to lend credibility and authority** to you assignment as evidence of research;

Cheating in exams (e.g., crib notes, copying, using disallowed tools, impersonation);

Cheating in projects (e.g., collusion; using 'essay mills' to carry out the allocated part of the project);

Selling or simply providing previously completed assignments to other learners;

Misrepresenting research (e.g., data fabrication, data falsification, misinterpretation);

Bribery, i.e., the offering, promising, giving, accepting or soliciting of an advantage as an inducement for an action;

Sharing or selling staff or institutional intellectual property (IP) with third parties **without permission**.

Falsification of documents; and,

Improper use of technology, laboratories, or other equipment.

You can report concerns and seek guidance from your Lecturer or Programme Co-ordinator who can help you access study supports and explore options to help you to protect your academic integrity.

Part 4: Book of Modules
Cuid 4: Leabhar Modúl

See book of modules (supplied separately)

4. Year Four Performance Strand

Module Title	Duration	Approx. contact hours per week	ECTS	Continuous Assessment	End of Module Examination	Module %
Performance Studies 4 (perf)	Full year	1-1.5	35	0%	Part 1: TechnicaL Part 2: Recital	20 80
OR	Full year	- 1.5	30	-----------	------------------------- Part 1: TechnicaL Part 2: Recital	- 20 80
--------------------- --------------------- --------- **Vocal Performance Studies 4 (perf) AND Performance Platform 4: Opera and Oratorio**	Full year	2-3	5	Attendance and Participation 60%	Presentation/Performance 40%	100
Ensemble OR Piano Accompaniment	Full year Full year	3-4 3-4	5 5	Attendance and Participation 100% Attendance and Participation 100%		100 100
Dissertation	Full year	0.5	10		Dissertation 8,000–10,000 words	100
Studies in Music History and Performance Practice 1 *Any TWO units not previously taken*	1 or 2 semesters	1-2	5	Unit 1 Essay 25% Unit 2 Essay 25%	Unit 1 End of Semester Exam 25% Unit 2 End of Semester Exam 25%	50 50

Students choose Any **ONE** from:

Module Title	Duration	Approx contact hours per week	ECTS	Continuous Assessment	End of Module Examination	MODULE %
Special Studies 2 [Any two Units] **OR** **Studies in World**	1 sem/full year 1 Sem Full Year	1.5-3 2 0.5	5 5 5	Varies depending on units chosen 2 essays 50% 0%	Varies depending on units chosen Written exam 50%	100 100 100

Module Title	Duration	Contact hours	ECTS	Continuous Assessment	End of Module Examination	Module %
Music Culture 2	1 sem	2	5		Practical Examination	100
Or Keyboard Studies 4	1 sem	2	5	2 essays 50%		100
Or Introduction to Scripture	1 sem	2	5	2 essays 50%	Written exam 50%	100
Or Music and Liturgy	Full Year	1	5	2 essays 50%	Written exam 50%	100
Or Introduction to Moral & Systematic Theology	Full Year	1	5	4 essays		100
Or Approaches to Historical Studies				1 Portfolio & 2 class assessments	Written exam 50%	
Or History of Ideas					No written exam	
					No written exam	

(i)Students may not take the following modules if previously taken: Introduction to Scripture, Music and Liturgy, Intro to Moral & Systematic Theology, History of Ideas.
(ii) Students may take Studies in World Music Culture 2 whether or not they took Studies in World Music Culture 1 in 3rd year.
(iii) Students may only take Keyboard Studies 4 if they took Keyboard studies 3 in 3rd year
(iv) A student may take Special Studies 4 whether or not they took Special Studies 1 in 3rd year, however, they may not take any unit which they previously took with the exception of Chamber Music which can be taken up to 4 times (up to 2 times in each year)

Year Four Composition Strand
CORE MODULES

Module Title	Duration	Approximate contact hours per week	ECTS	Continuous Assessment	End of Module Examination	Module %
Performance Studies 4 (comp)	Full year	1-1.5	15		Practical Examination 100%	100
Ensemble OR **Piano Accompaniment**	Full year Full year	3-4 3-4	5 5	Attendance and Participation 100% Attendance and Participation 100%		100 100
Composition Portfolio *Composition Seminar*	Full year	2	35	Portfolio of Compositions 70% Commentaries 15%	Written Examination 15%	100

| Studies in Music History and Performance Practice 2* Any two units not previously taken Or Studies in World Music Culture 2* | Full Year 1 Sem | 1 ----- 2 | 5 ----- 5 | Unit 1 Essay 25% Unit 2 Essay 25% --------------------------------- 2 Essays 50% | Unit 1 End of Semester Exam 25% Unit 2 End of Semester Exam 25% --------------- --------------- ------- Written Examinatio n 50% | 100 100 |

*Classical performers take Studies in Music History and Performance Practice.
Traditional performers take Studies in World Music Culture.

There are no elective modules required on the composition strand

Year Four Pedagogy Strand
CORE MODULES

Module Title	Duratio n	Appro x. conta ct hours per week	ECT S	Continuous Assessment	End of Module Examination	Modul e %
Performance Studies 4 (ped) OR -- ---------------------	Full year ----------	1-1.5 -----	20 -	0% --	Part 1: Technical Part 2: Recital --	20 80 -
Vocal Performance Studies 4 AND Performance Platform 4: Opera Aria class and Oratorio class	---- Full Year Full Year	1.5 2-3	15 5	----------- Attendance and Participation 60%	- Part 1: Technical Part 2: Recital Presentation/Perfor mance 40%	20 80 100
Education Studies 4 • *Practice of Instrumental/Vocal Teaching* • *Educational Issues*	Full year	1	5	Class Presentation/Wr itten Report 50% Class Presentation 25%	Written Examination 25%	50 50
Education Studies 5 *Teaching Practice*	Full year	1	10	0	Practical Exam/Sample Lesson 100%	100
Ensemble OR Piano Accompaniment	Full year Full year	2 2	5 5	Attendance and Participation 100% Attendance and Participation 100%		100 100

Dissertation	Full year	0.5	10		Dissertation (8,000 – 10,000 Words)	100
Studies in Music History and Performance Practice 2 Any two units not previously taken	Full year	1	5	Unit 1 Essay 25% Unit 2 Essay 25%	Unit 1 End of Semester Exam 25% Unit 2 End of Semester Exam 25%	50 50

ELECTIVE MODULES Students choose Any **ONE** from:

Module Title	Duration	Approx contact hours per week	ECTS	Continuous Assessment	End of Module Examination	MODULE %
Special Studies 2 [Any two Units]	1 sem/full year	1.5-3	5	Varies depending on units chosen	Varies depending on units chosen	100
	1 Sem	2	5			100
OR				2 essays 50%		
Studies in World	Full Year	0.5	5		Written exam 50%	100
Music				0%		
Culture 2	1 sem	2	5			100
Or				2 essays 50%	Practical Examination	
Keyboard	1 sem	2	5			100
Studies 4				2 essays 50%		
Or	1 sem	2	5		Written exam 50%	
Introduction						100
to				2 essays 50%		
Scripture	Full Year	1	5		Written exam 50%	100
Or	Full Year	1	5	4 essays		100
Music and Liturgy				1 Portfolio & 2 class assessments	Written exam 50%	
Or Introduction to Moral & Systematic Theology					No written exam	
Or Approaches to Historical Studies					No written exam	
Or History of Ideas						

(i) Students may not take the following modules if previously taken: Introduction to Scripture, Music and Liturgy, Intro to Moral & Systematic Theology, History of Ideas.

(ii) Students may take Studies in World Music Culture 2 whether or not they took Studies in World Music Culture 1 in 3rd year.

(iii) Students may only take Keyboard Studies 4 if they took Keyboard studies 3 in 3rd year

(iv) A student may take Special Studies 4 whether or not they took Special Studies 1 in 3rd year, however, they may not take any unit which they previously took with the exception of Chamber Music which can be taken up to 4 times (up to 2 times in each year)

Year Four Musicology Strand

CORE MODULES

Module Title	Duration	Approx. contact hours per week	ECTS	Continuous Assessment	End of Module Examination	Module %
Performance Studies 4 [8237]	Full year	1-1.5	15		Practical Examination at end of year 100%	100
Ensemble OR **Piano Accompaniment**	Full year Full year	3-4 3-4	5 5	Attendance and Participation 100% Attendance and Participation 100%		100 100
Major Dissertation	Full year	1	20		Major Dissertation (c.15000 words) 100%	**100**
Historical Studies 2 *Approaches to Historical Studies 2*	Full year	1	5	4 essays	No written exam	**100**
Studies in Music History and Performance Practice 2 Any two units not previously taken	Full year	1	5	Unit 1 Essay 25% Unit 2 Essay 25%	Unit 1 End of Semester Exam 25% Unit 2 End of Semester Exam 25%	100

ELECTIVE MODULES Students choose Any **TWO** from:

Module Title	Duration	Approx contact hours per week	ECTS	Continuous Assessment	End of Module Examination	MODULE %
Special Studies 2 [Any two Units]	1 sem/ full year	1.5-3	5	Varies depending on units chosen	Varies depending on units chosen	100
OR	1 Sem	2	5	2 essays 50%		100
Studies in World Music Culture 2	Full Year	0.5	5	0%	Written exam 50%	100
	1 sem	2	5	2 essays 50%		100

Or Keyboard Studies 4	1 sem	2	5	2 essays 50%	Practical Examination	100
Or Introduction to Scripture	1 sem	2	5	2 essays 50%	Written exam 50%	100
Or Music and Liturgy Or Introduction to Moral & Systematic Theology Or History of Ideas	Full Year	1	5	1 Portfolio & 2 class assessments	Written exam 50% Written exam 50% No written exam	100

(i)Students may not take the following modules if previously taken: Introduction to Scripture, Music and Liturgy, Intro to Moral & Systematic Theology, History of Ideas.
(ii) Students may take Studies in World Music Culture 2 whether or not they took Studies in World Music Culture 1 in 3rd year.
(iii) Students may only take Keyboard Studies 4 if they took Keyboard studies 3 in 3rd year
(iv) A student may take Special Studies 4 whether or not they took Special Studies 1 in 3rd year, however, they may not take any unit which they previously took with the exception of Chamber Music which can be taken up to 4 times (up to 2 times in each year)

Part 5: Additional Documentation
Cuid 5: Cáipéisí Bhreise

The following are supplied separately:

- Performance marking criteria
- Dissertation guidelines
- Extension Form
- Absence Request Form

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