



Bachelor of Arts (Hons) in Business

Level 8, 180 ECTS

Programme Handbook

2020/21

Foreword

Welcome to DBS where we will help you realise your ambition. We have an international reputation for delivering a high-quality student experience and our intention is to do everything we can do to support you during your time with us.

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. Our campus is in Dublin's city centre and comprises four buildings where nationalities from over 95 countries participate in a bustling and thriving student life.

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

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

The information contained in this handbook is crucial to your learning. It provides important information on your programme, your assessments, and the key individuals you will meet. For these reasons we want you to constantly read and refer to this handbook and use it as a key information source during your time with us.

We are dedicated to ensuring that you have a rewarding and fulfilling experience while studying at DBS and intend that, through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

Kerry

Dr Kerry McCall Magan

Head of Academic Programmes

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Section 1 Programme Information

Welcome Message from Course Director

Hello and a very warm welcome to Dublin Business School. My name is Rita Day, and I am the Course Director for your business programme.

You have made the right choice on deciding to study at Dublin Business School. We are Ireland's largest independent third-level institution, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study business will enhance your personal, academic, and professional development.

DBS has built on a reputation of "Excellence through Learning" and we pride ourselves on our ability to design and deliver programmes which are academically rigorous and innovative whilst ensuring they meet the demands of an ever-changing global business community. All faculty members are experienced tutors who are specialists in their chosen field. As well as being highly qualified academically, they also bring a wealth of industry experience to the classroom. Our tutors are actively engaged in consultancy and research and this feeds directly into your learning experience.

I look after the undergraduate programmes which include the BA (Hons) in Marketing and the postgraduate programmes, the MSc in Marketing, and the MSc in Management Practice. I work closely with your Programme Coordinator Macdara O'Maolbhuaidh and your lecturers. Some examples of areas that I can assist with include:

- Academic planning and choices
- Navigating Moodle
- Assignments and Examinations
- Decisions around stream choices.

Your student portal is also a one stop shop for accessing your email, timetables and more. I would like to note the DBS email assigned to you. It is important that you correspond with DBS staff using this email only. We will send a number of important communications to this email during your studies. This information and more, is available in your Student Handbook, which can be accessed via students.dbs.ie/academic/operations

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive via Moodle. We hope you enjoy your time with us here in DBS and look forward to helping you during your learning journey. I am here to help you with the academic side of your programme from now until you graduate, and beyond.

Please do not hesitate to contact me on rita.day@dbs.ie if you have any questions.

Best wishes to you all for a great year!

Rita

Rita Day

Course Director for Marketing and Acting Course Director for Business & Law

1.1 Programme Administration

If you have any questions or concerns about any aspect of your course, or a problem relating to any aspect of your time here at DBS you should contact your Course Director or Programme Coordinator. If they cannot tackle the question or problem themselves, they can help you identify the person who can, and they will refer you on to them. Below is short description of the people you will meet on your programme:

- **Course Director**

The Course Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.

- **Programme Coordinators**

Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.

- **Module Leader**

The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment, and completion of the module. Module leaders work hard to ensure a high-quality teaching and learning experience for all students.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Macdara OMaolbhuidh	macdara.omaolbhuidh@dbs.ie
Course Director	Rita Day	rita.day@dbs.ie

1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: firstname.lastname@dbs.ie

This is an indicative list and is subject to change.

Stage	Module	Module Leaders
1	Maths & Stats for Business (Mandatory)	Heikki Laiho
1	Business Context and Organisation (Mandatory)	Darina Reilly
1	Marketing Essentials (Mandatory)	Niamh Cullen
1	IT Essentials (Mandatory)	Mary Nolan
1	Economic Perspectives (Mandatory)	Dermot Gallagher
1	Learning to Learn (Mandatory)	Keelin Lee
1	Introduction to Business Finance (Mandatory)	Michael Ellis
2	Management (Mandatory)	Ann Masterson/David Wallace
2	Financial Management (Mandatory)	Therese Martin
2	Business Information Systems (Mandatory)	Michelle O'Connor/Bernie Lydon
2	Business Ethics and Research Practices (Mandatory)	TBC
2	Advanced Economic Perspectives (Mandatory)	Dermot Gallagher
2	Psychology (Elective)	Patricia Orr
2	Social Psychology (Elective)	Ronda Barron
2	Principles of Business Law (Elective)	Stuart Duffy
2	Employee Relations and the Law (Elective)	Mary Rose Molloy
2	Organisational Behaviour for Managers (Elective)	Darina Reilly
2	Selling and Sales Management (Elective)	Declan Scully
2	Project Planning and Control (Elective)	Patrick Mongey
2	Project Feasibility (Elective)	Patrick Mongey
2	Database Design and Cloud Technologies (Elective)	Claire Caulfield
2	Cloud Marketing and Sales (Elective)	Mark Power
2	Business Programming (Elective)	Rory O'Donnell
Award	Strategic Management (Mandatory)	Martin O'Dea
Award	Global Business (Mandatory)	PJ Paul
Award	Human Resource Management (Mandatory)	David Wallace

Award	Organisational Psychology (Elective)	Barbara Caska
Award	Personality and Individual Differences (Elective)	Patricia Orr
Award	Human Resource Development (Elective)	Darina Reilly
Award	Contemporary Performance Management (Elective)	Ann Masterson
Award	Corporate Law and Governance (Elective)	Mike Venn
Award	Advanced Business and Commercial Law (Elective)	Mike Venn
Award	Project Planning Techniques (Elective)	Patrick Mongey
Award	Project Management and Evaluation (Elective)	Patrick Mongey
Award	Data Management and Analytics (Elective)	Maria Barry
Award	Performance Management (Accounting) (Elective)	Paul Walsh
Award	Creativity, Innovation and Entrepreneurship (Elective)	David Duff
Award	Cloud Networking and Security (Elective)	Damien Kettle
Award	Cloud Platform Development (Elective)	Damien Kettle
Award	Business Intelligence and Visualisation (Elective)	Maria Barry
Award	Business Systems Analysis (Elective)	Maria Barry
Award	Capstone Project (Mandatory)	Rita Day

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

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

Section 2 Programme Details

2.1 Aims of the Programme

The BA (Hons) in Business is a three-year full-time or four-year part-time programme that aims to provide you with the fundamental skills of business and create a diversity of cross-enterprise skills necessary in today's competitive and evolving market. You will also acquire insight into sub-fields of business and increase their knowledge and skills in the specialised areas of Management, Project Management, Human Resource Management, Information Systems, Cloud Computing, Psychology or Law, depending on the pathways/electives you choose. In this way, the programme aims to provide an integrated, balanced and dynamic business education that enables you to develop the theoretical knowledge and practical skills you need to critically analyse, evaluate and implement strategic solutions for business opportunities and challenges in a diverse and dynamic field.

You will develop business acumen through formative and summative assessments, which capture the resilience and agility required of graduates in contemporary and diverse business environments. The need and relevance of agility for an organisation is bedded in each module delivery and assessment, and you will see how and why an organisation must function to ensure profitability, sustainability, relevance, and growth. In this way, the programme reflects the needs of the market and the core business functions. The modules are a true reflection of the requirements of an interdisciplinary workplace and are developed and updated in line with the most recent requirements set out in government and industry policies and statements.

The programme aims to create a well-rounded business graduate whose insights will guide and inform strategic business decisions designed to increase productivity, profitability and an organisation's value and market share.

The specific programme objectives are to:

1. Provide learners with a strong base of contemporary business knowledge through theory, concepts and methods constituting an in-depth academic grounding in the core disciplines and skills, and related areas, required for a career in general business.
2. Imbue learners with appropriate expertise in the major aspects of the essential business disciplines and an awareness of the means by which the frontiers of the disciplines can be expanded and new knowledge appraised.
3. Develop in learners a methodical and rational approach to business problem solving and decision making, with the capability to apply acquired knowledge and skills to practical business situations.
4. Develop in learners a range of intellectual skills, encompassing reasoning and evaluative skills and communication skills that develop as fully as possible their interpersonal abilities.
5. Develop learner capacity to organise information, argue, negotiate, and defend conclusions and to present them in a clear and coherent fashion.

6. Encourage learners to deal with knowledge in a critical and analytical way, with the capacity and confidence to evaluate ideas and opinions underpinned by qualitative and quantitative research findings.
7. Provide learners with the opportunity to also specialise in a sub-field of business learning and to increase their knowledge and skills in this specialised area of Management, Project Management, Human Resource Management, Information Systems, Cloud Computing, Psychology or Law. This specialism is in addition to the objectives outlined previously.

The programme enables the learner to commence their career in business as well as underpinning further business postgraduate studies.

The foundation stage of Level 6, in the Bachelor of Arts (Honours) in Business programme, contains core business modules as well as a range of elective options at Level 7 and Level 8. Learners on the general business programme take any module of their choice that sits on the recommended learning route. Learners who wish to specialise in a specific sub-field chose 2 elective modules at each level in their area of specialism. This facilitates a wide choice and allows learners to focus on disciplines such as Project Management, Psychology, HRM, Information Systems, Management, Cloud Computing and Law within a business focus. Optional modules represent a total of 40 ECTS credits within the 180 ECTS credit awards. The modules making up the options are all delivered as mandatory modules within their specific learning pathways.

Bachelor of Arts (Honours) in Business: general pathway

In the **general business** pathway addition to the common foundation first year, learners will undertake core business modules within Levels 7 and 8 and will supplement their learning with two additional elective modules at each of these levels. For learners on this pathway, a wide choice is available from a range of electives across disciplines. However, for learners on this pathway, their elective modules will be deliberately restricted to ensure that learners cannot take two elective modules from the same subject discipline. This ensures that learners do not take the same combination as a learner registered on a specific specialist pathway e.g. at Level 7, a student may not pick the two electives for the Project Management stream, but may choose one elective from the Project Management stream and one from the human resource management stream. Then at Level 8, the student may pick electives again, but not two from the same specialist pathway as encountered at Level 7.

Bachelor of Arts (Honours) in Business: management pathway

The **management** pathway focuses on the business areas of *Selling and Sales Management* at Level 7 and *Project Feasibility*. At Level 8, the general management pathway offers *Data Management and Analytics* along with *Creativity, Innovation and Entrepreneurship*. The aim of the pathway is to provide learners with a detailed knowledge of business management as it is applied to selling, projects, analytics, and innovation. This pathway was redesigned in response to stakeholder feedback and better reflects the diverse and developing skillsets desired in business today.

Bachelor of Arts (Honours) in Business: project management pathway

This **project management** pathway includes an additional focus on the management of business projects from initial feasibility of a project idea right through to project completion and close out. This pathway again includes four subject-specific modules – two at Level 7 (*Project Planning and Control; Project Feasibility*) and two at Level 8 (*Project Planning Techniques; Project Management and Evaluation*). This specialism deals comprehensively with contemporary project management concepts for business whilst exploring the social, organisational, behavioural, and systems issues of project management and the provision of a framework for managing projects. This stream equips learners with the skills and competencies required of the project manager and project team.

Bachelor of Arts (Honours) in Business: human resource management pathway

This **human resource management** pathway includes a specific focus on the management of people within an organisation and their impact as a resource. This specialism equips learners with a general human resource management knowledge in addition to the in-depth knowledge of maximising the competitive advantage that can be gained through a critical understanding of organisational behaviour. This pathway is designed for those with an interest in people and the people aspects of businesses and organisations. Managers and employees alike can benefit greatly from a better understanding and knowledge of people at work. In addition to providing students with a firm grounding in business, this pathway provides knowledge and skills that they need to compete successfully as a human resource specialist in today's complex and changing world of business. Modules at Level 7 include: *Employee Relations and the Law* and *Organisational Behaviour for Managers*. Level 8 electives include: *Human Resource Development* and *Contemporary Performance Management*.

Bachelor of Arts (Honours) in Business: psychology pathway

This pathway provides the learner with a comprehensive grounding in business alongside specialist knowledge of psychology and its application to the workplace. The role of psychology in business and industry has long been understood to increase productivity, human development, and employee satisfaction. As such the **psychology** pathway includes an additional focus on the human mind and how individual differences manifest within workforces. This specialism contains four subject-specific modules – two at Level 7 (*Psychology; Social Psychology*) and two at Level 8 (*Organisational Psychology; Personality and Individual Differences*). The pathway provides learners with the platform to develop skills and competencies in the areas of psychological research, social psychology, personality, and work psychology.

Bachelor of Arts (Honours) in Business: law pathway

This **law** pathway provides a focus on business law and governance. This specialism focuses on ensuring business is conducted in a way which is compliant with all legal requirements and this specialism is delivered within two modules at Level 7 (*Principles of Business Law; Employee Relations and the Law*) and two at Level 8 (*Corporate Law and Governance; Advanced Business and Commercial Law*). The aim of the Law pathway of the programme is to help graduates to develop critical thinking,

problem solving and communication skills that will allow them to analyse the legal issues that arise in the course of many common business activities in order to ensure compliance and prevent problems from arising.

Bachelor of Arts (Honours) in Business: information systems pathway

The **information systems (IS)** pathway is designed to be specifically relevant to the modern business environment in which the role of information systems has become increasingly important. Business professionals are now expected to be proficient in relevant technological concepts and applications, skills that had been viewed as being outside of the domain of the traditional business degree. Information systems must be designed, implemented, and maintained using an array of methodologies, tools, and technologies. This IS pathway aims to provide students with the skills, knowledge, and competences in the use of systems and related-technologies to control and manage organisational data and information. This specialism has therefore been designed to equip student with the necessary skills and knowledge to apply technological solutions to business problems within a modern business environment.

The modules chosen for Level 7 and 8 of these pathways will complement the core business pillars of Management, Finance, Economics and Research, Strategy and HR. The mandatory module, *Business Information Systems* at Level 7, will introduce learners to information systems and related technologies. Database Management systems (DBMS) is at the core of all information systems and problem-solving key to optimising solutions that are provided to business. The Level 7 modules of *Database Design and Cloud Technologies* and *Business Programming* will provide learners with key technical knowledge, competence, and problem-solving skills in IS technologies. Following from Level 7 to Level 8 learners will learn how to analyse, design, and implement information systems in the *Business Systems Analysis* module. In *Business Intelligence and Visualisation* learners will learn how data is a key asset to help managers make better-informed decisions backed up with accurate data and ultimately recognise new business opportunities and identify inefficient processes that need reengineering.

Bachelor of Arts (Honours) in Business: cloud computing pathway

The **cloud computing** pathway will provide learners with the knowledge and technical competence to provide optional cloud-based solutions to various business scenarios. Each level builds a combination of business and technical skills. At Level 7 in the *Cloud Marketing and Sales* module, learners will explore cloud computing deployment and service models and learn how cloud integration affects the internal business operations across the organisation- including which business dynamics are affected, contractual obligations, and risks inherent in operating your business in the cloud. This will be complemented by their first technical experience in the *Database Design and Cloud Technologies* module, where they will create and deploy a database in a public and private cloud service. At Level 8, learners will develop strong competence in Cloud technologies, including design and development using technologies such as Azure, AWS and GAE in the module on *Cloud Platform Development*. The second Level 8 module, *Cloud Networking and Security* will enhance the learners skills from their Level

7 modules by practically deploying a cloud network and implementing the security required for a production model.

2.2 Programme Learning Outcomes

On successful completion of the Bachelor of Arts (Honours) in Business programme graduates will be able to:

MIPLO1	Demonstrate an in-depth understanding of essential business knowledge, theoretical models, and principles within the core aspects of business.
MIPLO2	Assess knowledge and information, tools, and techniques in a critical way to confidently adapt to changing business environments.
MIPLO3	Evaluate data and information derived through research to ensure relevant new knowledge is continually incorporated to enhance business planning and decision making.
MIPLO4	Demonstrate interpersonal skills of effective listening, negotiation, persuasion, and presentation in individual and group situations.
MIPLO5	Display an in-depth understanding of the inter-relationships between business functions and business processes and their impact on product and service provision.
MIPLO6	Apply diagnostic and creative skills in the solution of business problems showing an interdisciplinary approach to resolution.
MIPLO7	Demonstrate a capacity to contribute to business development and enhanced strategic decision-making.

Each of the following tables outlines two pathway-specific learning outcomes that differentiate the specialism from the parent degree.

On successful completion of the **Bachelor of Arts (Honours) in Business management pathway**, graduates will also be able to:

MIPLO1- MIPLO7	As above.
MIPLO8	Display an in-depth knowledge of the pillars of business management and the relevance of models and theories to contemporary business management.
MIPLO9	Appraise the role of current business theory in problem solving within organisations in the face of a challenging economic environment.

On successful completion of the **Bachelor of Arts (Honours) in Business human resource management pathway**, graduates will also be able to:

MIPLO1- MIPLO7	As above.
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MIPLO8	Understand the alignment of human resource strategies as a key enabler of organisational strategy.
MIPLO9	Assess the competencies required in order to facilitate maximum value contribution from human resources.

On successful completion of the **Bachelor of Arts (Honours) in Business psychology pathway**, graduates will also be able to:

MIPLO1- MIPLO7	As above.
MIPLO8	Demonstrate a fundamental understanding of the various areas within psychology and how these diverse areas can be integrated into the modern business environment.
MIPLO9	Display a critical appreciation of human behaviour in the workplace including the nature of employee behaviour.

On successful completion of the **Bachelor of Arts (Honours) in Business project management pathway**, graduates will also be able to:

MIPLO1- MIPLO7	As above.
MIPLO8	Appreciate the importance of the project management function within organisations and adopt an appropriate project management perspective with regard to the management of projects within organisations.
MIPLO9	Analyse methods, tools, and techniques for planning, monitoring, and controlling projects and for risk management within and around projects.

On successful completion of the **Bachelor of Arts (Honours) in Business law pathway**, graduates will also be able to:

MIPLO1- MIPLO7	As above.
MIPLO8	Demonstrate knowledge and understanding of the various areas of law and underlying principles relating to a business context in addition to an understanding of the legal environment, the impact of the law on society and business and the need for reform and development.
MIPLO9	Apply legal rules and principles relevant to a business context to hypothetical scenarios to reach a conclusion or to suggest a resolution.

On successful completion of the **Bachelor of Arts (Honours) in Business information systems pathway**, graduates will also be able to:

MIPLO1-MIPLO7	As above.
MIPLO8	Demonstrate technical and analytical skills to formulate and evaluate relevant options and solutions in a variety of business contexts.
MIPLO9	Apply systems development processes and methodologies to analyse, design, model and implement data and information systems using current software tools.

On successful completion of the **Bachelor of Arts (Honours) in Business cloud computing pathway**, graduates will also be able to:

MIPLO1-MIPLO7	As above.
MIPLO8	Exhibit knowledge of appropriate theories, processes, tools, and techniques available to practitioners within the discipline of cloud computing for business.
MIPLO9	Develop, present, and communicate optimal cloud-based solutions to specific client requirements in a sales and marketing environment.

2.3 Programme Structure

Stage label	Stage synopsis
1	Stage 1 will provide learners with knowledge of relevant disciplines such as management and organisation, marketing essentials and an introduction to Business Finance, Information Technology and Economics. Learners will also learn skills relevant to professional practice such as business frameworks, context, etc.
2	Stage 2 will build on the knowledge developed at Stage 1 in advanced economics perspectives, financial management, business ethics, business information systems, social psychology, project planning and control, innovation and selling and sales management, programming for business and, database design and cloud technologies. In addition, learners will gain an understanding of principles of professional practice, specifically law, psychology, and project management.
Award	Stage 3 will complete learners' instruction in global business, strategic management, human resource management and development, organisational psychology, performance management, creativity, innovation and entrepreneurship, corporate law and governance, and business systems analysis and business intelligence and visualisation, cloud networking, security, and cloud platform development etc. Learners will complete their award stage with a capstone project.

Core/Mandatory modules for all learners on parent and all streams of BA(Hons) in Business

Electives for learners in the BA(Hons) Business parent programme (at each stage) Learners choose two modules

Mandatory Modules for learners on BA(Hons) in Business (Psychology) stream

Mandatory Modules for learners on BA(Hons) in Business (HRM) stream

Mandatory Modules for learners on BA(Hons) in Business (Law) stream

Mandatory Modules for learners in BA(Hons) in Business (Project Management) stream

Mandatory Modules for learners on BA(Hons) in Business (Management) stream

Mandatory Modules for learners on BA(Hons) in Business (Cloud)

Mandatory Modules for learners on BA(Hons) in Business (IS)

2.4 Other Relevant Programme Information

Module Level

Stage label	Module title	ECTS	Module synopsis
1	Maths and Stats for Business (Mandatory)	10	This module introduces the learner to concepts and techniques within mathematics and statistics that are relevant in the modern business environment. Learners will study different data collection methods and sampling techniques, along with appropriate methods for summarising and presenting data. Learners will apply various theories and concepts of research techniques and demonstrate how mathematical models can be applied to research activities. The module will enable learners to cultivate an approach and methodology for solving contemporary business problems using appropriate mathematical and statistical tools.
1	Business Context and Organisation (Mandatory)	10	This module introduces students to analysis of the business environment. The module provides learners with an appreciation of the external and internal business environment. The module introduces environmental analysis tools, examines the contribution of the various functional areas, and introduces the concepts of organisational change, ethics, and entrepreneurship. Finally, the module also exposes learners to an introductory review of business law and regulation.
1	Marketing Essentials (Mandatory)	10	This module introduces the learner to marketing concepts and theories that provide a comprehensive foundation within the marketing subject area. Lectures will be the primary method of delivery. Learners are supported by tutorials to facilitate further discussion of material and guidance for self-directed learning.

			Guest lecturers will be invited to offer seminars to develop the learners' understanding of current practices in marketing led organisations.
1	IT Essentials (Mandatory)	10	This module enables learners to focus on the essential concepts of computing and related technologies. Learners focus upon the fundamental issues surrounding the world of computing through a balance between theory and applied learning. Learners will build practical skills in database, spreadsheets, and web technologies. Learners will also contextualise the role that computer technologies have played in facilitating the evolution and development of business systems, and the legal and ethical issues that have emerged through this process.
1	Economic Perspectives (Mandatory)	10	This module is designed to expose learners to contemporary economic perspectives, for example: free market versus government interventionist policies. By applying theoretical frameworks to various industries and different economies learners will develop an in-depth view of this complex environment and an understanding of real-world developments.
1	Learning to Learn (Mandatory)	5	This module provides the learners with knowledge of the behaviour required to transition into third level education. The module builds upon existing learning and equips the learner with the skills required in an academic and the business context. This module provides learners with the practical strategies to thrive both as individuals and in teams in a third level environment. The module is specifically designed to develop the following skills and competencies: academic and referencing, the ability to operate in groups, and the techniques of effective public speaking.
1	Introduction to Business Finance (Mandatory)	5	This module will introduce learners to the principles, concepts and techniques required to understand the core components of business finance and internal/external financial analysis. Students will develop a knowledge and understanding of finance in the key areas of financial reporting, budgeting, variance analysis, performance evaluation and the role of various stakeholders.
2	Management (Mandatory)	10	This module introduces the learner to the nature of management and advocates the importance of good managerial practice in contemporary organisations. The module is designed to explain the integrative nature of managerial functions. The module identifies how their environment affects organisations and how organisations in turn create change, through innovation and adapt to their local and global environments. Learners will be encouraged to understand how management has evolved and continues to be influenced by institutional and cultural factors. The module places an increased emphasis on corporate governance, ethics, data mining for performance management, entrepreneurship, innovation, change management and operations and supply chain management.
2	Financial Management (Mandatory)	10	This module introduces learners to financial management principles. The module provides learners with the knowledge and understanding to apply the basic principles, concepts, and techniques of financial management in commercial situations.

2	Business Information Systems (Mandatory)	10	<p>The module introduces learners to the role of Information Systems in a business organisation. It focuses on how modern businesses use information technology and systems to support management, business functions and activities. Multiple emerging digital technologies are becoming the basis of competitive strategies that are having a profound impact on existing businesses and creating opportunities for new ones.</p> <p>Learners will also develop practical skills in web design using client-side technologies such as HTML, CSS and JavaScript which meet current web standards while also building a series of interactive spreadsheet data analysis models to meet business requirements,</p>
2	Business Ethics and Research Practice (Mandatory)	5	<p>The module will provide the environment to assist the learner to apply ethical principles in a given situation whether in business practice or in research. The importance of leadership and teamwork in relation to ethical practices will be appraised. Learners will be encouraged to scrutinise both Irish and international government legislations, policies, and company responsibilities in relation to ensuring ethical business and research practices. The module will be delivered using a combination of teaching and learning strategies including lectures, case studies, published research papers, and self-directed learning. In addition, the module will provide workshops enabling students to debate and apply their knowledge to practical business situations.</p>
2	Advanced Economic Perspectives (Mandatory)	5	<p>The module is designed to give learners a deeper appreciation of the roots of political economic perspectives existing in the world today, in order to understand the free market approach and the government interventionist approach of policy. Learners will also apply the theoretical frameworks provided in lectures to individual markets/industries and wider macro environments to enable them to develop a more sophisticated view of the political economic events taking place in the real-world context.</p>
2	Psychology (Elective)	10	<p>This module introduces learners to empirical research methodology and key topics in Psychology. Lectures derive from a number of sub-disciplines including History and Schools, Social Psychology, Cognitive Psychology, Developmental Psychology, Abnormal Psychology, Health Psychology and Organisational Psychology.</p>
2	Social Psychology (Elective)	10	<p>This module introduces learners to the field of social psychology, and to understanding the individual's behaviour within social contexts. Particular emphasis is placed on social behaviour within workplace settings. The module will give learners more insight into the applied nature of Social psychology; using social psychological theories, principles, research findings, and experimental methods to understand social issues and to offer real-world solutions for a variety of social problems, and thus may help them develop towards reaching their career goals. The knowledge, skills and competencies acquired are relevant to personal development,</p>

			participation in society and community, employment, and access to additional training and employment.
2	Principles of Business Law (Elective)	10	The module is designed to provide learners with a Foundation in the fundamental principles of law, relevant to the business world. The module introduces learners to the primary areas and functions of law and provides an underpinning in the legal principles, which apply, to the primary areas of business. The module enables learners to enter the legal world should they chose the law stream. The module underpins the interface between business and law enabling learners to gain an understanding of EU law and its impact on the Irish legal systems. The learner will apply a methodological approach of legal analysis to relevant problem scenarios and develop an appreciation of the necessity for ongoing legal reform and the challenges the law creates for the business environment.
2	Employee Relations and Law (Elective)	10	This module aims to provide an overall knowledge and insight into the three main areas of labour law (trade union law, industrial relations law, and employment law) and the corresponding legislation and judicial decisions that underpin them. The learner will understand and appreciate key areas of importance in the everyday application of labour law in the workplace. The learner will gain a strong foundation in labour law so as to assist them in the crucial business of maintaining full legal compliance in the Irish workplace.
2	Organisational Behaviour for Managers (Elective)	10	The module gives the learner an insight into the various influences affecting peoples' behaviour and satisfaction within organisations, and the workplace. It helps learners explore and appreciate the relationship between those influences and the bottom-line dependent variables or metrics in which organisations are interested. The module works through three categories of influencing variables, Individual, Group and contextual / organisational factors. The module will enable the learner to understand how we can manage or manipulate the influencing factors or at least understand them. Learners will appreciate individual difference and diversity, and therefore increase their empathy toward people, and improve their people management skills.
2	Selling and Sales Management (Elective)	10	This module aims to develop in learners an understanding of the selling function and its strategic relationship with marketing in a market-driven organisation. It will provide learners with an understanding of the multi-faceted role of the sales manager and will enable learners to gain the knowledge, skills, and competences in preparing and delivering effective sales presentations in a B2B environment. The learner will gain practical skills required to prepare and deliver a professional B2B sales presentation and solve a prospective client's problems.
2	Project Planning and Control (Elective)	10	This module provides the participant with an understanding of the importance of Project Planning & Control in Project Management. The module assists learners in adopting an appropriate project management perspective with regard to the importance and relevance of Project Planning & Control within Project Management. Planning and control focus on the reconciliation between what the market requires and what the operations

			resources can deliver. This module will enable learners to gain mechanisms to communicate what tasks need to get done and identify the different organisational resources to be allocated in order for tasks to be completed within a specific timeframe.
2	Project Feasibility (Elective)	10	This module provides the learner with an understanding of the importance of Project Feasibility in Project Management. The module assists learners in adopting an appropriate project management perspective with regard to the importance and relevance of Project Feasibility within Project Management. Project management is important because it ensures proper expectations are set around what can be delivered, by when, and for how much. Effective project managers should be able to negotiate reasonable and achievable deadlines and milestones across stakeholders, teams, and management. Many of the issues that impact a project result in one way or another from project risk. The learner will gain theoretical and practical skills required to develop Project Feasibility. Learners will apply appropriate methodologies and understand basic approaches, best-practice techniques as well as appreciate the dynamic project management environment and the approach that underpin it.
2	Database Design and Cloud Technologies (Elective)	10	In this module, learners will develop robust databases using current database technologies, languages, and development tools. They will be introduced to the cloud environment and evaluate current cloud computing delivery and service model as well as create and deploy a database to a cloud-based service. The database is the underlying framework of the information system. Learning key design methodologies to understand database design and building key skills in database languages provide the learners with key technical skills in database languages a key requirement for Information Systems graduates.
2	Cloud Marketing and Sales (Elective)	10	In this module, learners will explore cloud computing concepts and evaluate cloud services and cloud deployment models. Learners will become acquainted with commonly used industry terms, typical business scenarios, applications for the cloud, as well as benefits and limitations inherent in the cloud paradigm. Learners will examine how organisations use different cloud solutions, including private, public, and hybrid clouds. Developing trust and sustainable relationships with clients is a key to ensuring competitive advantage. Learners will use case studies and examples to learn how to understand customer requirements and sell Cloud Computing solutions and services tailored to customer needs. Developing excellent communication skills through presentations of solutions accompanied with reports and technical specifications of proposed solutions and plans form a key competence for learners of this module. Learners will explore digital marketing and sales applications to enable them to effectively target customers.
2	Business Programming (Elective)	10	This module introduces the learner to fundamental programming concepts and theories and the key objective is to provide a comprehensive foundation within the Programming subject area. Learners will build practical skills in writing small programs that accomplish useful goals and will gain an understanding of the

			process involved in producing simple applications. A basic understanding of programming will be beneficial to graduates seeking to work in cross-functional business/IT areas or for those who may wish to pursue further studies in IT and data related fields.
Award	Strategic Management (Mandatory)	10	This module provides learners with the knowledge, skills, concepts, and tools necessary to understand, and respond to, the increasingly complex, global, volatile, and dynamic context in which organisational strategy formulation and development take place today. This module will conduct a detailed study of the nature of strategy content, and of strategic processes, in a variety of organisational/industry settings designed to equip learners for further study at post-graduate level and for future career development.
Award	Global Business (Mandatory)	10	This module provides an integrated framework whereby global business-relevant trends/issues may be identified and analysed, their strategic implications may be understood, and informed business responses may be deployed.
Award	Human Resource Management (Mandatory)	10	The module provides learners with a comprehensive and modern view of talent planning, management, and resourcing. Learners will view how Human Resource (HR) specialists demonstrably add value in pursuit of competitive advantage and organisational sustainability. Among other contemporary issues, like HR metrics and data analytics, learners will be introduced to the complexity surrounding the reconfiguration of the HR role, the impact of environmental factors on HR performance, the rise of the HR strategic business partner, the potential of e-enabled HR and HR outsourcing opportunities. The module also includes an assessment of the traditional HR activities, recruitment and selection, training and development and associated sophisticated policies and practices.
Award	Organisational Psychology (Elective)	10	This module builds on the learner's knowledge of topics within psychology, to focus specifically on organisational applications. Learners will explore both classic and contemporary approaches to areas including effective human resources decisions and actions, employee attitudes and behaviours, the role of social groups within the organisation, and health and well-being at work.
Award	Personality and Individual Differences (Elective)	10	This module provides an overview of the different theoretical perspectives used in Psychology to understand individual differences in personality and intelligence. It also provides learners with an understanding of how the theoretical and empirical findings can be applied to the work environment. Learners will gain the knowledge, skills, and competencies relevant to personal development, participation in society and community, employment and access to additional training and employment.
Award	Human Resource Development (Elective)	10	The module provides learners an opportunity to focus on the HRD (Human Resources Development) aspect of Human Resources Management; on the HRD function within organisations, and the theory of adult learning processes. Learners will apply these through analysing needs and designing and implementing learning interventions in support of Organisational strategy. The module also gives learners an indication of the real world of HRD by

			introducing them to the politics and dynamics of the modern HRD function. HRM stream learners need to focus on the learning function within organisations as a major HRM subset and responsibility. As the learning function becomes more and more decentralised, and as training and development responsibility is more and more within the remit of line managers, learners in other streams, need as potential managers to be able to understand the learning function, assess different methods and interventions, and design simple interventions.
Award	Contemporary Performance Management (Elective)	10	This module helps learners to develop and implement innovative performance management strategies to improve talent management, employee engagement and business results. It presents a holistic approach to performance management detailing how to build a culture of ongoing feedback and coaching and provides case studies of how this approach to building performance has been effective in organisations. Filled with practical advice, including how to deal with underperformers, it enables organisations to remove overly bureaucratic and ineffective systems based on top-down judgments and ratings, and demonstrates how to get line managers' support for the process focusing on actionable feedback and growth.
Award	Corporate Law and Governance (Elective)	10	This module builds on the learner's prior knowledge of law and explores corporate laws and governance with an emphasis on the strict regulation that companies must comply with in order to ensure effective corporate governance. This module looks at the Companies Act, 2014 (as amended) as to the formation of a company, financial management, directors' duties, and liquidation. The module ensures the learner acquires an analytical approach to problem solving within the ever-evolving regulatory framework under the umbrella of The Companies Act, 2014 (as amended) but involves an awareness of complementary legislation and regulations related to insider trading and money laundering. The module is suitable for learners who are or who would like to work in the legal and/or financial services or any area where regulatory compliance is important.
Award	Advanced Business and Commercial Law (Elective)	10	This module is designed to provide learners with an in-depth understanding of specific areas of business and commercial law and the leading legal issues influencing the functioning of the commercial environment on a domestic, European, and International level. The module is aimed at learners who have an interest in developing their knowledge and understanding of the regulatory restraints and obligations imposed upon the operation of commercial entities. This module is increasingly important in today's regulation and compliance driven world and learners will acquire in depth knowledge on data protection, GDPR as well as Intellectual Property. Furthermore, the learner will acknowledge the importance of professional duty of care as well as the impact of consumer protection law.
Award	Project Planning Techniques (Elective)	10	This module enables the learner to understand the importance of Project Planning Techniques in Project Management. The module assists learners in adopting an appropriate project management perspective with regard to the importance and relevance of Project

			<p>Planning Techniques within Project Management. The module provides the context for application of theories and concepts to the workplace. The project management simulation will take the form of participation in a business game where learners will apply the knowledge they have gained to resolve a workplace problem incorporating role play. Learners will assess their skill acquisition across the programme and prepare a Personal Development E-Portfolio which they can use subsequently to aid career choice and continuing professional development. Learners will complete Learning Logs as they progress to facilitate recording of skill acquisition.</p>
Award	Project Management and Evaluation (Elective)	10	<p>This module provides the participant with an understanding of the importance of Project Management & Evaluation in Project Management. The module assists learners in adopting an appropriate project management perspective with regard to the importance and relevance of Project Management & Feasibility within Project Management. The learner will gain theoretical and practical skills required to develop Project Management & Feasibility. Learners will apply appropriate methodologies and understand basic approaches, best-practice techniques as well as appreciate the dynamic project management environment and the approach that underpin it.</p>
Award	Data Management and Analytics (Elective)	10	<p>This module is designed to provide learners with an in-depth understanding of the strategic approach to the use of data in organisations. Learners are introduced to the concept of data as a tool for achieving and sustaining competitive advantage and for improving efficiency and effectiveness in business processes and managerial decision making.</p> <p>Data is now viewed as a critical asset and it has a significant impact on both our daily lives and the day to day running of organisations. Knowing how to evaluate and manage this key asset will be an important tool for our business graduates.</p>
Award	Performance Management (Accounting) (Elective)	10	<p>This module further develops the fundamental elements of planning, control and decision making. The module expands previous learnings to consider performance measurement and evaluation. The module will focus on the application of management accounting techniques to assist management in a range of business scenarios.</p>
Award	Creativity, Innovation and Entrepreneurship (Elective)	10	<p>Rapid changes have prompted today's organisations to ensure their survival by the launching innovative products and services with advanced technology and different and new ways of thinking. These approaches require creativity, innovation, and entrepreneurship. The role of these three important factors can be summarised as follows:</p> <p>creativity is an ability that can lead to an invention or idea by the creative person.</p> <p>innovation refers to the active process of introducing a change that moves an organisation over time from established ways of doing things to new, desired, and more successful ways of operating.</p> <p>entrepreneurship is the process to convert invention or idea into a marketable product or service.</p>

			<p>neurship is an individual characteristic that leads the innovation process successfully in bringing a product or offering a new service to market despite many obstacles.</p>
Award	Cloud Networking and Security (Elective)	10	<p>The cloud computing paradigm is an evolution of information technology which has had an impact on organisations' functions and processes. This module will specifically address cloud technologies from a networking and security perspective. The module will allow the learner to understand traditional networking and also address the typical network setup of cloud computing architectures. It will also allow the learner to identify and mitigate against the security risks associated with cloud computing.</p>
Award	Cloud Platform Development (Elective)	10	<p>This module develops learner knowledge in the application of cloud computing from a development perspective. The learner will be introduced to the concepts of cloud applications design, development, and deployment. Benefits and issues relating to cloud platforms will be identified plus considerations such as scalability, storage, security, and costs. The module will encompass evaluation of different vendor's platform as a service (PaaS) service offering.</p>
Award	Business Intelligence and Visualisation (Elective)	10	<p>Business Intelligence is the basis for informed decision making, allowing users to drill down into data and identify potential patterns among subsets, both visually and through numerical anomalies. This module concentrates upon the importance of visualisation in the effective communication and interpretation of data analysis in enhanced end-user decision making. Business Intelligence and the data storage solutions which support it are a key enabler of effective visualisations, and this module provides a solid grounding in these techniques.</p>
Award	Business Systems Analysis (Elective)	10	<p>The aim of this module is to provide learners with a broad range of proven techniques for understanding, measuring, analysing, and improving productivity, capacity, quality, and business processes. This module makes use of the International Institute of Business Analysis (IIBA) Business Analysis Body of Knowledge (BABOK). This module equips students with the techniques and skills that are needed to analyse the IS needs of end-users and bridges the gap between IT and business disciplines.</p>
Award	Capstone Project (Mandatory)	10	<p>This module provides learners with the opportunity to demonstrate their ability to work independently, or in a group setting, on a well-defined research question in an organised and critical manner. The module will enable learners to develop their research and analytical skills. The capstone module, business project synergises previous learning and ensures graduate attributes such as independent learning, analytical and problem-solving skills as well as research and development are captured by the learner and necessitates time management and planning. Learners will be provided with appropriate research topics in the specific domain they choose to focus upon. Learners will select their research question, determine the appropriate research approach, summarise the relevant literature, apply specific research methodologies, collect secondary data, critically appraise their findings, and construct appropriate recommendations.</p>

2.5 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L modes include:

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

Examples of T&L approaches include:

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

Examples of T&L Activities include

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

Peer Pairing	Students are split into pairs. Individually they carry out a task and then swap their work for the other student to review.
Role Play	Students act out a scenario from the real world for the whole group

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

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

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

You will find the specific details of which mode applies to which module in your online timetable as well as in your Module and Assessment Guides.

Should you have any queries, please do not hesitate to contact your Programme Coordinator or Module Leader.

Section 3 Assessment

3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity. Assessment types will include practical, continual assessment, reports, group activities and exams.

It is important that you familiarise yourself with the format and number of assessments, assessment weighting, and due dates. These are published in the Module Guide which is available on [Moodle](#). An Assessment Brief is also published for each individual piece of continuous assessment. This will give details on the format, weighting, and due date, as well as set out what task you are required to complete in the assignment. It also gives the marking scheme for each assignment, and you should use this to guide your completion of the assignment.

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator and an external examiner. This is to ensure fairness, consistency of marking and the correct standard across all assessment. Results are always provisional until they are approved by the External Examiner and are processed through the programme Exam Board. The purpose of an Exam Board is to formally ratify results and determine award classification (for more information please refer to the [Quality Assurance Handbook](#)).

The assessment schedule is below and Moodle syncs with the Student Dashboard to provide a calendar of deadlines. The schedule lists the due dates for all your assessments due over the academic year. The schedule ensures that the workload is balanced across the academic year. Any extension requests need to be considered in light of this schedule, as changes might risk clashing deadlines, so it is very important to be aware of the potential impact of changes to assessment dates. The exam timetable is published on the [exam page](#) in the DBS current student area and is usually available about four weeks in advance of the exam period.

3.2 Assessment Schedule

The table below highlights the breakdown of formative and summative assessment for this programme.

Stage	Module	ECTS	Assessment
1	Maths & Stats for Business (Mandatory)	10	Continuous Assessment One 20% Continuous Assessment Two 20% Final Exam 60%
1	Business Context and Organisation (Mandatory)	10	Continuous Assessment 50% Exam 50%
1	Marketing Essentials (Mandatory)	10	Individual Assignment 20% Group Assignment 50% In-Class Test 30%
1	Information Technology Essentials (Mandatory)	10	Continuous Assessment (Case Study) 50% Continuous Assessment Practical In-Class Lab Test 50%
1	Economic Perspectives (Mandatory)	10	Continuous Assessment (MCQ) 40% Project (Case Study) 20% Final Exam 40%
1	Learning to Learn (Mandatory)	5	Continuous Assessment One 50% Continuous Assessment Two 50%
1	Introduction to Business Finance (Mandatory)	5	Continuous Assessment: 100% In Class Test 50% Group Project 50%
2	Management (Mandatory)	10	Continuous Assessment One 20% Continuous Assessment Two 80%

2	Financial Management (Mandatory)	10	Continuous Assessment 30% Final Exam 70%
2	Business Information Systems (Mandatory)	10	Practical Project 50% Final Exam 50%
2	Business Ethics and Research Practices (Mandatory)	5	Group Debate 30% Mock Ethics Section of a Research Proposal Application 20% Case Study & Reflection 50%
2	Advanced Economic Perspectives (Mandatory)	5	Continuous Assessment 50% Final Exam 50%
2	Psychology (Elective)	10	Continuous Assessment 1 (Essay) 50% Continuous Assessment 2 (Individual Presentation) 50%
2	Social Psychology (Elective)	10	Continuous Assessment 1 (Individual) 50% Continuous Assessment 2 (Essay) 50%
2	Principles of Business Law (Elective)	10	Continuous Assessment 1 (Case Study) 50% Exam 50%
2	Employee Relations and the Law (Elective)	10	Group Project 1 25% Group Project 2 25% Final exam 50%
2	Organisational Behaviour for Managers (Elective)	10	Continuous Assessment 1 (Case Study) 40% Final Exam 60%
2	Selling and Sales Management (Elective)	10	Group Assignment 50% Final Exam 50%
2	Project Planning and Control (Elective)	10	Group Report and Presentation 40%

			Individual Report 60%
2	Project Feasibility (Elective)	10	Group Report and Presentation 40% Individual Report 60%
2	Database Design and Cloud Technologies (Elective)	10	Practical Lab Exam 30% Project 70%
2	Cloud Marketing and Sales (Elective)	10	Practical Project 50% Final Exam 50%
2	Business Programming (Elective)	10	Continuous Assessment 50% Final Exam 50%
Award	Strategic Management (Mandatory)	10	Group Consultancy Project 100%
Award	Global Business (Mandatory)	10	Group Report 50% Final Exam 50%
Award	Human Resource Management (Mandatory)	10	Authentic Case Study 100%
Award	Organisational Psychology (Elective)	10	Continuous Assessment 100%
Award	Personality and Individual Differences (Elective)	10	Continuous Assessment 1 60% Continuous Assessment 2 40%
Award	Human Resource Development (Elective)	10	Continuous Assessment 50% Final Exam 50%
Award	Contemporary Performance Management (Elective)	10	Individual Assignment 50% Final Exam 50%
Award	Corporate Law and Governance (Elective)	10	Continuous Assessment 40% Final Exam 60%

Award	Advanced Business and Commercial Law (Elective)	10	Individual Project 40% Final Exam 60%
Award	Project Planning Techniques (Elective)	10	Continuous Assessment 1 (Group Report) 60% Continuous Assessment 2 40%
Award	Project Management and Evaluation (Elective)	10	Group Report & Presentation 40% Individual Report 60%
Award	Data Management and Analytics (Elective)	10	Continuous Assessment 50% Final Exam 50%
Award	Performance Management (Accounting) (Elective)	10	Continuous Assessment 30% Final Exam 70%
Award	Creativity, Innovation and Entrepreneurship (Elective)	10	Group Assignment Proposal 30% Group Assignment Final Plan - 70% (60% Report / 10% Individual reflection)
Award	Cloud Networking and Security (Elective)	10	Continuous Assessment 1 30% Continuous Assessment 2 20% Final Exam 50%
Award	Cloud Platform Development (Elective)	10	Continuous Assessment 60% Final Exam 40%
Award	Business Intelligence and Visualisation (Elective)	10	Continuous Assessment 60% Final Exam 40%
Award	Business Systems Analysis (Elective)	10	Continuous Assessment 1 20% Continuous Assessment 2 80%
Award	Capstone Project (Mandatory)	10	Continuous Assessment 1 (Literature Review & Presentation) 50% Final Research Project 50%

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2013*. Special regulations are defined on the course schedule. Where a learner is found to require additional learning supports, the Learner Support Coordinator Jane Buggle will identify appropriate support or an alternative assessment instrument. This will be agreed with the Registrar's Office and will be in accordance with the DBS Assessment Regulations. Please refer to DBS Quality Assurance Handbook (QAH) for further details.

Assessment Submission

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

- Complete ALL assessment components.
- Submit all assessment on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found [here](#).
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always complete the required number of questions in an exam.
- Practice writing out answers for end -of term exams by doing [previous papers](#), in particular hand writing answers to ensure that your writing is legible.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Learner Supports Service](#) well in advance of any assessment or exam dates.

3.3 Reassessment

Reassessment must assess the same learning outcomes as the prescribed assessment, and therefore all reassessments will conform in structure and subject matter to the original assessment, with the scope of group assessments being reduced as appropriate for individual assessment.

3.4 General Submission Requirements

1. All relevant provisions of the Assessment Regulations ([QAH Part B Section 5](#)) must be complied with, in addition to the requirements set out in the Assessment Brief:
 - Students are required to refer to the assessment regulations in their [Student Handbooks](#) and in [Part B Section 5 of the Quality Assurance Handbook](#).

2. Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly excepted by the lecturer). Assignments not submitted through Moodle may not be graded.
3. Online assignments must be submitted **no later than the stated deadline:**
 - Late submissions (up to 14 days) will receive the Late Submission penalty (see [QAH Section B Part 5.4](#));
 - After 14 days, late submissions will be awarded **0%**.
4. Extensions to assignment submission deadlines will be not be granted, other than in exceptional circumstances:
 - To apply for an extension please go to <https://students.dbs.ie/registrar-office/dbs-faq> and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Programme Coordinator;
 - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to your Programme Coordinator
5. Students are required to retain a copy of each assignment submitted.
6. Dublin Business School penalises students who engage in Academic Impropriety (i.e. plagiarism, collusion, copying, essay mills, etc.):
 - Refer to the [QAH Part B Section 3.3](#) for further information on Academic Impropriety and the potential penalties;
 - Refer to the [Library](#) for information on correct referencing, and support classes.

3.5 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 8 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland.

3.6 Useful links and tips

Door codes for Bow Lane and Balfe Street are available at Reception desks.

Once registered, a learner should use the calendar in their student email account for personalised timetables.

Timetables can be sync'd with mobile devices, see <https://www.dbs.ie/about-dbs/news-and-events/2018/05/17/dublin-business-school-moodle-app> for more information.

. www.dbs.ie

. <https://elearning.dbs.ie/> (Moodle)

- . www.mydbs.ie (student email)
- . tts.dbs.ie for generic timetables
- . <https://library.dbs.ie/>
- . Lorls.dbs.ie (to access your reading list online)
- . esource.dbs.ie (repository of student and faculty research)
- . servicedesk.dbs.ie (to log support queries or issues)
- . Moodle App available for download (Play Store and iTunes): <https://elearning.dbs.ie/>

If you have any problems with your timetable or require technical support, please log a ticket at servicedesk.dbs.ie.

Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

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

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

Section 5 Quality Assurance Handbook

All programmes delivered by DBS are delivered within a robust and established quality assurance infrastructure encapsulated by a Quality Assurance Handbook. This is available on the DBS website: <https://students.dbs.ie/registrar-office/gah>.

5.1 Key Assessment Regulations



Quality Assurance Handbook

Key Assessment & Regulations Reminders

LIMITED ASSESSMENT OPPORTUNITIES
Students generally only have FOUR (4) opportunities to complete a module successfully. If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt. Dissertation modules usually only allow TWO (2) opportunities. Students who exhaust their opportunities will be Withdrawn from their programme.

NO REPEAT FOR HONOURS
QQI programmes are subject to the regulation that a student cannot receive an Honours award (First Class Honours, etc) if they have passed a module at Award Stage on a repeat attempt. If you repeat an Award Stage module, your award will be capped at a Pass.

ACADEMIC INTEGRITY
Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified. Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college. The Library has classes and support guides on Academic Referencing, Ukfund, etc.

LIBRARY SUPPORT - REFERENCING

PMCs
Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam. PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting. PMCs are not automatically approved. PMCs require supporting evidence where available.

PMC FORM
LEARNER SUPPORTS

LATE-SUBMISSION PENALTY
Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline. Submissions will not be graded if these are received more than 2 weeks after the original deadline.

ASSESSMENT EXTENSION REQUEST FORM

APPEALS
Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results. Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal. Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal. Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.

APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS

Section 6 Conclusion

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

Enjoy your time at DBS!