



Bachelor of Business

Level 7, 180 ECTS

(with an embedded exit award of Higher Certificate in Business, Level 6, 120 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



Table of Contents

Foreword	1
Section 1 Programme Information	3
Welcome Message from Course Director	3
1.1 Programme Administration	4
1.2 Main Points of Contact for the programme.....	4
1.3 Programme Team	5
Section 2 Programme Details	7
2.1 Programme Aims and Objectives.....	7
2.2 Programme Learning Outcomes	8
2.3 Programme Structure	10
2.4 Teaching and Learning Strategy for a multi-modal environment.....	17
Section 3 Assessment	19
3.1 Introduction to Assessment.....	19
3.2 Assessment Brief.....	20
3.3 Reassessment.....	26
3.4 General Submission Requirements.....	26
3.5 Awarding Body and NFQ Level.....	27
3.6 Useful links and tips	27
Section 4 Academic Calendar	28
Section 5 Quality Assurance Handbook	29
5.1 Key Assessment Regulations.....	29
Section 6 Conclusion	30



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 Business and the postgraduate programmes, the MSc in Marketing, and the MSc in Digital Marketing. I work closely with your Programme Coordinator Macdara O'Maolbhuidh 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	Business Environment	Darina Reilly
1	Digital and Media Skills for Business	Bernadette Higgins
1	Fundamentals of Accounting	Therese Martin
1	Fundamentals of Marketing	Niamh Hickey
1	Business Maths	Lynn Monaghan
1	Academic Skills	Paul Hollywood
2	Organisational Behaviour	Darina Reilly
2	Applied Digital Skills for Business	Bernadette Higgins
2	Introduction to Cost Accounting	Paul Walsh
2	Contemporary Marketing Communications	Jacklyn Tully/Niamh Cullen
2	Business Economics	Dermot Gallagher
2	Critical Thinking Skills	TBC
Award	Management Practice Project	Ann Masterson
Award	Digital Technologies for Business	Bernie Lyon
Award	Business Financial Management	Richard O'Callaghan
Award	Innovation and Entrepreneurship	David Duff
Award	Business Ethics and Research Practice	Chantal Ladas
Award electives	Selling and Sales Management	Ray McDonnell
Award electives	Financial Accounting	Georgina Skehan
Award electives	Cost Accounting	Paul Walsh
Award electives	Digital Marketing Planning and Management	John Noble
Award electives	International Marketing Practice	Chantal Ladas



Award electives	Database Design and Cloud Technologies	Claire Caulfield
Award electives	Business Programming	Rory O'Donnell

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 Programme Aims and Objectives

The Bachelor of Business (180 ECTS) Level 7 is a three-year full-time programme purposefully designed to develop knowledge and skills in the area of general business, marketing, accounting, and information technology that are in demand in the current labour market. It also contains an embedded exit award of a Higher Certificate in Business (NFQ Level 6, 120 ECTS).

The Bachelor of Business programme is designed to give a clearly structured business education that provides a solid foundation for success in a business career. The programme provides a grounding in fundamental business concepts, ideas, practices, and methodologies and features a rich learning environment that involves students in comprehensive analysis of business organisations, functions, processes, and management techniques. It is organised around five learning pillars which focus on the development of knowledge skills and competencies in Management, Finance and Accounting, Marketing, IT and Learning. The programme provides the knowledge and skills that will prepare students for the challenges posed by the dynamic nature of the modern business environment. Learners will acquire solid core business knowledge and skills along with transversal skills such as communication, presentation, and written ability along with numerical and digital literacy. These skills are not related to any business area but are useful across a variety of disciplines. Learners on this undergraduate programme will benefit from not only foundational knowledge and skills fundamental to business but will also have the ability to choose a specialise in informational technology, accounting, marketing, or general business. In addition, learners will benefit from gaining knowledge and understanding of the vital role that effective leadership and communication have in business along with acquiring insights into human resource management, economics, innovation, and entrepreneurship.

In their final year, simulated work-based learning is embedded to help learners to use and develop work-based skills to prepare them for the workplace. Also, in year three, learners have the opportunity to continue on the general Bachelor of Business programme or specialise in accounting and finance, marketing, or information technology.

A learner on the Bachelor of Business will demonstrate business skills through formative and summative assessments, which capture the resilience and agility required of graduates in contemporary and diverse business environments. The learner will see how and why an organisation must function to ensure profitability, sustainability, relevance, and growth and acquire a solid understanding of general business theory and practice. In this way, the programme reflects the needs of the market and the core business functions required.

The learner will have the option of an embedded exit award after year two, titled a Higher Certificate in Business (Level 6, 120 ECTS). If a learner wishes to transfer from this general business programme



to another specialisation such as a degree in accounting, marketing or information technology, the exit award will afford this opportunity to the learner because year one and year two modules offer the underpinning for the stated specialisations. In addition, the Higher Certificate programme is designed to enable learners to have the necessary academic skills to prepare them for progression to further study at the degree level.

Learners who wish to continue with the Bachelor of Business will have the opportunity to choose a specialist pathway in the area of interest. The learner will be guided by their lecturing team and Course Directors at the end of year two on the choices of specialisation available and that will be best suited to the learner.

The specific programme objectives are to:

1. Equip learners with an understanding of business theories and concepts and an awareness of key business issues and relate these to a wide range of business and industry settings.
3. Enable learners to develop practical solutions to a variety of business problems using current techniques and approaches.
4. Provide learners with an understanding of the various roles and functions of business within the wider professional, social, economic, and cultural environment.
5. Provide learners with the opportunity to specialise in a sub-field of business learning and increase their knowledge and skills in this specialised area of marketing, accounting, information technology.
6. Develop in learners a range of core interpersonal skills, characteristics, and attitudes for learners to work collectively and individually within a business environment.
7. Encourage learners to develop written, communication and presentation skills.
8. Facilitate learners progression to a career in business, or to further academic study and embrace life-long learning.

2.2 Programme Learning Outcomes

On successful completion of the Bachelor of Business programme graduates will be able to:

MIPLO1	Comprehend essential business knowledge, theoretical models, and principles within the core aspects of business.
MIPLO2	Appraise the inter-relationships between business functions and business processes and their impact on product and service provision.

MIPO3	Apply diagnostic and creative skills in the solution of business problems showing an interdisciplinary approach to resolution.
MIPO4	Synthesise tools and techniques in a critical way to confidently adapt to changing business environments.
MIPO5	Analyse data and information, deriving knowledge to enhance business planning and decision making.
MIPO6	Evaluate the role of business within the wider social, economic, and cultural environment.
MIPO7	Acquire interpersonal skills in listening, negotiation, persuasion, and the ability to present these in individual and group situations.
MIPO8	Evaluate the role of the sub-functions of business (such as information technology, marketing, management, and accounting) in the business ecosystem.
MIPO9	Display an appreciation of transferable skills such as time management, project management and communication skills (written and verbal) in the completion of academic work.

Programme synopsis

The programme is organised around five learning pillars which focus on the development of knowledge skills and competencies in Management, Finance and Accounting, Marketing, IT and Learning. Learners will benefit from gaining knowledge and understanding the vital role that effective leadership and communication have in business along with acquiring insights into human resource management, economics, innovation, and entrepreneurship. Additionally, learners will gain transversal skills such as communication, presentation, and written ability along with numerical and digital literacy. These skills are not related to any business area but are useful across a variety of disciplines. In their final year, learners have the opportunity to continue on the general Bachelor of Business programme or specialise in accounting and finance, marketing, or information technology. In addition, simulated work-based learning is embedded in year three to help learners to use and develop work-based skills to prepare them for the workplace. Through this programme, learners will acquire skills that will prepare them for the challenges posed by the dynamic nature of the modern business environment and enable them to make an effective contribution to the resolution of business problems.

Graduates will be eligible for junior management or higher administrative roles within a business environment. Those who successfully complete the Bachelor of Business may be eligible for transfer to the final year of the Bachelor of Arts (Honours) in Business programme (Level 8 award) or related Level 8

undergraduate programmes. Graduates may also be in a position to take up further Level 8 conversion programmes such as a Higher Diploma. The Bachelor of Business is a three-year full-time or four-year part-time programme (180 ECTS) credits. In this ordinary bachelor's degree programme, learners study common subjects in first year and second year, followed by flexibility and specialism in third year subject choice. This allows learners in year three to orientate their studies towards preferred subjects or to choose disciplines in which they have demonstrated strength in years one and two.

2.3 Programme Structure

Stage label	Stage synopsis
One	<p>The Bachelor of Business is a three-year full-time or four-year part-time programme (180 ECTS) credits. In this ordinary bachelor's degree programme, learners study common subjects in first year and second year, followed by flexibility and specialism in third year subject choice. This allows learners in year three to orientate their studies towards preferred subjects or to choose disciplines in which they have demonstrated strength in years one and two.</p> <p>Year one (FT) of this programme provides the learner with a broad-based business education to assist the graduate to work successfully in many different areas of business. Learners will study a variety of business subjects and develop a general understanding of the administrative, economic, legal, and social environment within which business operates while learning and applying the digital skills, through the Digital and Media Skills for Business module. Learners will get an insight into many business disciplines. There is a strong emphasis during the programme on practical business projects to develop the skills required by graduates in the workplace. This programme offers the module underpinning to allow this transition. This programme is designed to offer the learner the opportunity to study the area of interest in business they may have, and then pursue what aspect of business inspires the learner the most.</p>
Two	<p>Year two (FT) of this programme earners will acquire solid core business knowledge and skills along with a transversal skill such as communication, presentation, and written ability along with numerical and digital literacy, through the Applied Digital Skills for Business module. These skills are not related to any business area but are useful across a variety of disciplines. Learners on this undergraduate programme will benefit from foundational knowledge and skills fundamental to business in management, informational technology, accounting, and marketing.</p>
Three	<p>Year three (FT) learners will benefit from gaining knowledge and understanding of the vital role that effective leadership and communication have in business along with acquiring insights into human resource management, economics, innovation, and entrepreneurship</p>

which focuses on simulated work-based learning. Learners will also further enhance their digital skills through the Digital Technologies for Business module.

In year three final year, learners have the opportunity to continue on the general Bachelor of Business programme or specialise in accounting and finance, marketing, or information technology.

Those who complete the Bachelor of Business may be eligible for transfer to the final year of the Bachelor of Arts (Honours) in Business programme (Level 8 award) or related Level 8 undergraduate programmes. Graduates may also be in a position to take up further Level 8 conversion programmes such as a Higher Diploma.

Rules for electives and their rationale

As noted above, this programme offers a number of electives though there are no electives in stage one or in stage two. There are seven electives in stage three in the final award year.

All elective modules are 10 ECTS modules.

Learners have the capacity to choose two 10 ECTS modules in the final award year. The elective modules are as follows:

Year 3, Level 7

1. Selling and Sales Management (General Stream + one other)
2. Financial Accounting (Accountancy and Finance Stream)
3. Cost Accounting (Accountancy and Finance Stream)
4. Digital Marketing Planning and Management (Marketing Stream)
5. International Marketing Practice (Marketing Stream)
6. Database Design and Cloud Technologies (Information Technology Stream)
7. Business Programming (Information Technology Stream)

2.4 Other Relevant Programme Information

Stage one

Stage label ¹	Module title	ECTS	Module synopsis
1	Business Environment (Mandatory)	10	This module introduces students to the significant influence of the wider external business environment, the competitive environment, and internal environmental factors, on organisational success. It will introduce students to selected environmental analysis tools. It seeks to introduce students to the contribution and concerns of the various business functional areas, Operations Management, Finance, Human Resources Management, and to allow them to sample selected techniques and concepts regarding these functions. The module also introduces concepts of ethics, and entrepreneurship.
1	Digital and Media Skills for Business (Mandatory)	10	This module will equip learners with practical IT skills. Learners will identify and configure desktop elements and identify computer settings. They will apply best practice for File Management, storage, and security. Learners will build key IT skills for business in current software tools such as Word Processing, Desktop Publishing, and Spreadsheets. Learners will understand the basic syntax of HTML and utilise tools and applications to create, integrate and showcase visual digital content.
1	Fundamentals of Accounting (Mandatory)	10	This module equips the learners with the ability to prepare and understand basic financial statements for sole traders, as well as developing a fundamental knowledge of the underlying principles of financial accounting.
1	Fundamentals of Marketing (Mandatory)	10	This module introduces the learner to marketing concepts and theories whose key objective is to provide a comprehensive foundation within the marketing subject area. Lectures will be the primary method of delivery. These 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. An intranet site exists for the module where supplementary material and appropriate relevant links will be available.
1	Business Maths (Mandatory)	10	Business Maths introduces learners to a set of widely applicable quantitative skills for use in relevant business situations. The material provides the foundations for other areas on the programme where numeracy is required such as accountancy and economics in years 2 and 3. This module provides learners with

¹ M (Mandatory)/E (Elective)

			math calculations in the context of business applications. An important aim of this module is to develop learners' understanding of how they can apply mathematics concepts when presented with unfamiliar situations and therefore develop problem solving skills. Additionally, this module seeks to help learners develop intuition related to business context.
1 M	Academic Skills (Mandatory)	10	This module is an academic awareness and skills unit designed to support learners in transition to third-level study. It introduces learners to the culture and expectations of academic study and guides them through the acquisition and practice of many of the key skills they will require for successful participation and engagement in their studies. The module also provides a space in which the learners can reflect upon their own personal learning needs and develop strategies for effective study habits and routines.
2	Organisational Behaviour (Mandatory)	10	The module gives learners an opportunity to focus on being better people managers, and colleagues, and team players by helping them understand why people behave the way they do in organisations, or in the workplace. The module will offer the Organisational Behaviour theory underpinning modern management practice. It will highlight individual, group and contextual/organisational influences on workers performance and satisfaction in organisations, and the relation of those influences to certain metrics or outcomes or behaviours in which the organisation is interested. It will highlight practical uses and applications of this knowledge which can be brought to the workplace, e.g. diagnostic and solution design skills.
2	Applied Digital Skills for Business (Mandatory)	10	Learners will further develop and deepen IT skills developed in Applied Digital Skills for Business in Stage one. Learners will apply their skills to develop optimal database and spreadsheet solutions for given scenarios. Learners will contextualise the role that Information Technologies play in enabling business. They will investigate the legal issues and responsibilities that have emerged for data controllers and apply techniques to validate and control data entry in applications. Learners will learn how to secure, and audit data stored in applications and consider some of the ethical concerns in database design.
2	Introduction to Cost Accounting (Mandatory)	10	The module introduces learners to cost accounting and provides the knowledge and understanding to apply the basic principles, concepts, and techniques of cost accounting in commercial situations.
2	Contemporary Marketing Communications (Mandatory)	10	This module will enable learners to examine the well-established media of advertising, sales promotion, direct marketing, public relations, and sponsorship, in addition to the newer electronic forms of marketing communications in an integrated manner. By

			blending and integrating advertising, promotions, and marketing communications together, learners will be equipped with the information they need to understand the process and benefits of successful IMC campaigns and how these methods are important business activities to promote any successful business. Lectures will be the primary method of delivery and will additionally include guest lectures from industry experts.
2	Business Economics (Mandatory)	10	The module is designed to expose learners to the various economic perspectives existing in the world today; be it left/right wing, economic nationalist/globalist; learners will also apply the theoretical frameworks learnt to any industry/economy to enable them to have a sophisticated view of the major changes taking place outside the classroom.
2	Critical Thinking Skills (Mandatory)	10	This module aims to develop skills and competencies in critical reading, writing, and thinking and in so doing, promote awareness amongst learners of the importance of disciplined reading, writing, and thinking. It has been designed to specifically support the learner in the development of a disposition for good reasoning and evidenced-based thinking along with the technique of effective public speaking aiding good communication in verbal and written formats in a variety of contexts. This 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.
3	Management Practice Project (Mandatory)	10	This capstone 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. Through the capstone project, learners will be able to synthesise their learning as well as develop and apply project management techniques to the deliverables of a research-focused project.
3	Business Financial Management (Mandatory)	10	This module introduces learners to Business Financial Management principles. The module provides learners with the knowledge and understanding to apply the principles, concepts, and techniques of Business Financial Management in commercial situations. It guides learners in examining the different sources of finance and helps

			<p>them understand the advantages and disadvantages to each source. It enables learners to make informed financial decisions and to appraise investments techniques and decisions. This module aims to provide learners with the knowledge and ability to be able to assess and formulate financial strategies for business and apply sound business management principles.</p>
3	Digital Technologies for Business (Mandatory)	10	<p>Digital technologies have redefined how the business world functions. In this module learners will examine the role of information systems (IS) technologies in the digital world. Learners will develop awareness of how IS can support management and examine the effect of the web and emerging digital technologies on businesses. Integrating a digital business angle to current business practices is integral to capturing new opportunities. Given that digital technologies enable innovative solutions, learners will gain insight into how businesses can gain competitive advantage through digital transformation. It is also imperative that learners gain a critical appreciation of Information Systems Security, Privacy, GDPR and Ethical aspects when managing in the digital world. From the knowledge gained in examining various digital technologies in the e-business environment, learners will apply digital methods and techniques to the design of a digital business solution.</p>
3	Innovation and Entrepreneurship (Mandatory)	5	<p>This module introduces learners to creative thinking and the basic concepts of entrepreneurship and innovation. It will provide students with an awareness of the intrinsic value of entrepreneurship, innovation and commercialisation activities and their role in business today. Learners will be introduced to technical and transferable skills required for entrepreneurial activity and will explore and develop their business plan in other modules across the course. Practical support will be offered to students who have identified business ideas that they wish to pursue further.</p>
3	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>
3	Selling and Sales Management (Elective)	10	<p>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</p>

			understanding of the multi-faceted role of the sales manager and will equip learners with the knowledge, skills, and competences in preparing and delivering effective sales presentations in a B2B environment.
3	Financial Accounting (Elective)	10	This Financial Accounting module builds on the knowledge acquired in Level 6. The module develops and applies previous learnings to the preparation and interpretation of financial statements in accordance with generally accepted accounting principles.
3	Cost Accounting (Elective)	10	This module advances and deepens learners' knowledge of cost and management accounting and provides the knowledge and understanding to apply and extend the principles, concepts, and techniques of management accounting in commercial situations. This will include the ability to analyse, interpret and evaluate financial information as well as take into account related factors such as costing, legal frameworks, taxation, and decision-making.
3	Digital Marketing Planning & Management (Elective)	10	This classroom-based module will offer the learner both the theory and practice of planning, managing, and measuring a digital marketing campaign. Planning elements including campaign scoping, deliverables, budgeting, and performance reviews will be central to any digital campaign. Consumer engagement and insight into online behaviours are key to appreciation of the new landscape. Understanding the costs, rewards and risks associated with developing any interactive digital media campaign will be outlined also. This module will be supported with DVDs, e-materials, and guest presentations.
3	International Marketing Practice (Elective)	10	This module will expose learners to a wide variety of international companies devising international marketing strategies for a variety of international markets. As national companies need to internationalise, it is vital for marketers to understand how to develop international marketing strategies. Individually, learners will be asked to debate case studies in class and make decisions in international contexts to provide international marketing strategies. In-group, learners will be required to select a Small Medium Sized company and devise a mode of entry strategy and an international marketing strategy to a host country of they selected. Each week, learners will undertake international market research with the view to build an international research diary. The module balances teamwork with individual work and international external market audit with company internal audit. The final International Marketing Project will be delivered through poster presentations in front of the class.
3	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 understand the process of developing a relational database management system at conceptual, logical, and physical levels.

			They will be introduced to the cloud environment and evaluate current cloud computing delivery and service models as well as create and deploy a database to a cloud-based service.
3	Business Programming (Elective)	10	This module introduces the learner to programming concepts and theories whose key objective is to provide a comprehensive foundation within the Programming subject area. Lectures will be the primary Method of delivery and will be supported by tutorials to facilitate further discussion of material and guidance for self-directed learning. To make Programming more attractive there will be hands-on activities. An Intranet site exists for the module where supplementary material and appropriate relevant links will be available.

2.4 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. A T&L strategy is made up by bringing together T&L modes, T&L approaches and T&L activities.

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.

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 Brief

Assessment Schedule

The breakdown of continuous assessment and final examinations is as follows:

Stage One

Stage One, Level 6, Module Name	ECTS	Assessment Component Breakdown	Feedback
Business Environment	10	40% Group Case study 60% Individual MCQ or Workbook	Written and oral
Digital and Media Skills for Business	10	30% Group practical assessment 20% Computer Lab Test (cross-listed with Business Maths) 50% Individual Project	Written
Fundamentals of Accounting	10	40% Groupwork Continuous Assessment 60% Exam	Written
Fundamentals of Marketing	10	30% MCQ Multiple-Choice Question 70% eBook	Written
Business Maths	10	20% Continuous Assessment (cross-listed in Digital and Media Skills for Business) 80% (MCQ Multiple-Choice Question x4)	Written

Academic Skills	10	25% Group project and presentation 40% Tests and exercises 25% Research essay and presentation 10% Self-Reflective diary	Written
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Stage Two

Stage Two, Level 6, Module Name	ECTS	Assessment Component Breakdown	Feedback
Organisational Behaviour	10	40% Group case study 60% Individual in-class test (MCQ Multiple-Choice Questions)	Written
Applied Digital Skills for Business	10	25% Individual MCQ Multiple-Choice Questions 25% Practical Lab Examination 50% Project	Written
Introduction to Cost Accounting	10	30% 3 x in-class test 70% Examination	Written
Contemporary Marketing Communications	10	100% Group Assignment	Written

Business Economics	10	40% Individual Continuous Assessment x 4 60% Individual Project	Written
Critical Thinking Skills	10	40% Group report and Debate 60% Portfolio	Written and Oral

Stage Three

Stage Three, Level 7, Module Name	ECTS	CA Component Breakdown	Feedback
Management Practice Project	10	20% Group Poster Presentation 80% Group Report	Written
Business Financial Management	10	30% Group Report 70% Examination	Written
Digital Technologies for Business	10	10% Project Proposal 60% Digital Web Solution 30% Presentation/Demo/Report	Written
Innovation and Entrepreneurship	5	80% Individual Business Plan 20% Poster Presentation (in conjunction with Management Practice Project)	Written and Oral

Business Ethics and Research Practice	5	40% Continuous Assessment (Group Debate) 60% Continuous Assessment (Group Project)	Written and Oral
Selling and Sales Management	10	50% Group written report 50% In-class test	Written
Financial Accounting	10	30% Group Assessment 70% Examination	Written
Cost Accounting	10	30% Group work 70% Examination	Written
Digital Marketing Planning & Management	10	70% Group Report 30% Group Digital Presentation	Written and Oral
International Marketing Practice	10	40% Individual Case Study 40% Group Project 20% Individual Research Diary	Written
Database Design and Cloud Technologies	10	30% Practical in-class test 70% Practical Database Project	Written

Business Programming	10	20% Lab assessment 30% Five Projects 50% Examination	Written
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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.

Overview of Assessment Submission

Year 1	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16	Wk 17	Wk 18	Wk 19	Wk 20	Wk 21	Wk 22	Wk 23	Wk 24	Exam		
Business Environment																											
Digital and Media Skills for Business																											
Fundamentals of Accounting																											
Fundamentals of Marketing																											
Business Maths																											
Academic Skills																											
Year 2	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16	Wk 17	Wk 18	Wk 19	Wk 20	Wk 21	Wk 22	Wk 23	Wk 24	Exam		
Organisational Behaviour																											
Applied Digital Skills for Business																											
Introduction to Cost Accounting																											

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 7 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
QQJ 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, Urkund, 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

APEALS
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.

APEALS; 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 Course Director or Programme Coordinator. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!