



Bachelor of Laws (Hons)

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 law 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 law 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 have legal expertise and this feeds directly into your learning experience.

I look after the undergraduate programmes which include the Bachelor of Laws (Hons), BA (Hons) in Business and the postgraduate programmes, the MBA, and the MSc in Management Practice. I work closely with your Programme Coordinator Olga Wicherek 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 | Olga Wicherek | olga.wicherek@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.

| Module | Module Leaders |
|---------------------------------------|-------------------------------|
| Introduction to Legal Research Skills | Eimear Long |
| IT Skills for Law | Mary Nolan |
| Criminal Law | Donagh Farrell |
| Constitutional Law | Clem McGauley |
| Legal Systems | Eimear Long / Glenn Lynch |
| Contract Law | Sharon Sheehan |
| Mooting and Professional Practice | Stephen Boggs / Joe Holt |
| Law of Tort | Eimear Long |
| European Union Law | Donagh Farrell |
| Law of Real Property | Daniel Dwyer |
| Company Law | Maryrose Molloy / Alex Layden |
| Commercial Law | Sharon Sheehan |
| Contemporary Issues in Law | Alex Layden / Stephen Boggs |
| Equity and Trusts | Daniel Dwyer |
| Administrative Law | Clem McGauley |
| Jurisprudence | David Ewins |
| Family Law | Stephen Boggs |
| Law of Evidence | Alex Layden |
| Employment Law | Maryrose Molloy |
| International Law | Alex Layden |

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 Bachelor of Laws (Hons) programme aims to provide learners with a rigorous legal education. The programme aims to create in learners a critical understanding of foundational legal concepts and principles, and an ability to make connections between them and appreciate the relationship between the various areas of law. It also aims to enhance the practical skills of the learners, such as analysis, research, communication, interpersonal and organisation skills. The content, depth and breadth of the modules on the programme ensure that learners develop their understanding across the breadth of the core legal areas, along with some more specialised ones, as well as allowing learners to explore certain areas in more detail to allow for full expression of their analytical and reasoning abilities.

The programme also aims to prepare learners for progression to professional legal qualifications in Ireland by requiring students to develop a fundamental understanding of the core Irish legal subjects to facilitate progression to the Law Society of Ireland (Solicitors) or the Honorable Society of King's Inns (Barristers) Examinations. In addition, as the programme attracts learners from England and Wales, Northern Ireland and Nigeria, the programme also aims to provide a solid base for learners seeking to obtain professional legal qualifications in other international jurisdictions.

At the same time, it is recognised that while, initially, many students will aspire to qualify professionally and engage in private practice, a significant number of our graduates will enter different career pathways. Accordingly, the programme aims to equip students for a range of careers by using teaching and learning techniques that develop their intellectual and transferable skills. These skills are designed to strengthen their employability in careers that may be unrelated to the professional practice of law.

Widening access to the benefits to be derived from a rigorous legal education remains the core justification for the programme. In addition, emphasis is also placed on strengthening the transferable skills dimension of the programme in order to enhance the employment opportunities of our graduates.

The programme objectives are to allow learners to:

- Acquire a solid grounding in legal principles and the fundamental features of the Irish legal system.
- Gain a fundamental understanding of the core Irish legal subjects.
- Progress to the professional stage of training in Ireland with the Law Society of Ireland or the Honorable Society of King's Inns, if desired.
- Develop a range of transferable skills including the powers of inquiry, critical analysis and logical thinking, initiative, independent learning and commitment to scholarship.
- Develop a fundamental understanding of the role of law within society.

2.2 Programme Learning Outcomes

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

| MIPLO | Award (Level 8) |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MIPLO1 | Demonstrate an in-depth understanding of legal concepts and principles in all the core areas of law, along with some more specialised areas. |
| MIPLO2 | Formulate critical opinion on the role and application of various legal principles and the need for reform and development. |
| MIPLO3 | Apply legal rules and authorities to situations of limited complexity in order to provide arguable conclusions for concrete problems. |
| MIPLO4 | Analyse information and materials from a variety of different sources. |
| MIPLO5 | Conduct legal research to generate the up-to-date authoritative responses to a range of legal issues. |
| MIPLO6 | Communicate effectively and persuasively legal arguments, insights and analysis orally, in writing and using information and communication technology. |
| MIPLO7 | Function effectively and on own initiative both independently and in group structures to plan and undertake tasks in various areas of law in both familiar and unfamiliar contexts. |
| MIPLO8 | Utilise feedback and personal reflection to take steps for the improvement of performance, showing awareness of the need for the continued development of skills and competencies. |
| MIPLO9 | Assess the impact, relevance and necessity of law in a broader societal context. |

2.3 Programme Structure

| Stage label | Stage synopsis |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Learners commence their studies with a mix of fundamental core legal subject areas, and an introduction to necessary general concepts in Legal Systems. There is also a focus on identifying and introducing important skills that law students will need in both IT Skills for Law and Introduction to Legal Research Skills. |
| 2 | Stage 2 builds on what is covered by including a mix of fundamental core legal subject areas, along with the further development of legal and other transferable skills. |
| Award | Learners study remaining core areas and also have the opportunity to explore beyond these core modules. They also engage in the development of advanced analytical, critical and interpretive skills through all of the modules and in particular the Contemporary Issues in Law module. |

2.4 Other Relevant Programme Information

Module Level

| Stage label | Module title | ECTS | Module synopsis |
|-------------|---------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Introduction to Legal Research Skills | 10 | This module is designed to provide learners with the necessary skills for studying law. The module will focus on developing the skills required in relation to conducting legal research and presenting the results of that research, as well as introducing the concept and skills behind legal reasoning. |
| 1 | IT Skills for Law | 10 | This module enables learners' to develop a knowledge and understanding as to the transformative effect of information technology on the legal world where agile innovation is key to sustainability and growth. In this module, learners will develop 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. In this module, learners will appreciate a variety of legal documents acquiring, merging and presenting meaningful information from a variety of data sources. In order to stay on top of rapidly evolving technology software and create more agile legal professionals, this module will ensure learners use and understand tools such as Microsoft Office 365 and E Discovery. |
| 1 | Criminal Law | 10 | This module covers the general principles of Irish criminal law, the main offences against the person and offences against |

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| | | | property. It deals with all the core areas required of learners who intend to go into practice. This approach ensures the learner has a practical understanding allied with the understanding of criminal theory. The learner will be expected to read independently. However there will be constant guidance and support given to the learners in this regard. |
| 1 | Constitutional Law | 10 | This module is designed to provide learners with an understanding of constitutional law. In particular, the module will introduce learners to the Irish Constitution and review the historical developments that led to the enactment of Bunreacht na hÉireann 1937. The primary focus of the module will be on the organs of state, their role and functions – with a particular emphasis on the doctrine of separation of powers. The issue of fundamental human rights, both enumerated and un-enumerated will also be reviewed. |
| 1 | Legal Systems | 10 | This module is designed to provide learners with an overview of the key components and structures of the Irish Legal System. The module will introduce the learner to the sources of law within the Irish legal system. The module will set out the structure of the Courts, including discussion on the reliefs available and the appellate jurisdiction of the Courts. The module will also cover vital concepts such as the operation of precedent and the rules of statutory interpretation. |
| 1 | Contract Law | 10 | This module is designed to give learners a clear grounding in the law relating to the creation, enforcement and discharge of contracts in Ireland. |
| 2 | Mooting and Professional Practice | 10 | The main focus of this module is to give learners a practical opportunity to develop research, legal writing and advocacy skills and introduce them to the relevant ethical principles concerning professional practice. Learners will be given a set of hypothetical facts setting out a legal and ethical dispute. Learners will be required to prepare legal submissions on behalf of their client and orally present their arguments as they would in court. This includes answering any questions that the presiding judge will have and responding to the arguments raised by the other side in their submissions. |
| 2 | Law of Tort | 10 | This module is designed to provide learners with a detailed understanding of the rules and principles relating to the Law of Tort. It focuses on the general principles of tort liability and introduces learners to the concepts, terminology and policies relevant to the modern Law of Tort. The module also focuses on legal analysis and the application of the Law of Tort to factual scenarios to create persuasive legal arguments. |

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| 2 | European Union Law | 10 | This module is designed to equip learners with practical knowledge and understanding of the core principles of European Union law, with particular reference to the role which EU law occupies within the domestic Irish legal system. The module is primarily concerned with the institutional structures of the European Union and it also examines the key EU policy areas. |
| 2 | Law of Real Property | 10 | This module deals with the law of real property in Ireland and the rights and liabilities arising under it. Learners will be exposed to the common law principles, equitable principles and legislation which rules the various ways property may be held, acquired and alienated. The various estates, interests and rights which make up ownership will be considered as well as their registration. The use of land as security, rights in or over the land of another will also be considered. This module also discusses succession to the property of deceased persons. |
| 2 | Company Law | 10 | This module is designed to provide the learner with a depth of knowledge and understanding of the fundamental legal principles relevant to the development of commercial life in Ireland where the vast majority of those engaging in the business environment choose to operate, regardless of size, by seeking the benefit of limited liability for the purposes of their business activities, be they for profit or not. The module will deliver, examine and reflect upon the breadth of relevant material from company formation through to winding up and examination through the perspective of on-going reform. |
| 2 | Commercial Law | 10 | This module is designed to provide learners with a rounded understanding of Commercial Law and the leading legal issues influencing the functioning of the commercial environment. Commercial law enables learners to appreciate the plethora of legal issues that impact commercial transactions, including intellectual property, data protection, competition, and insurance related issues. It also facilitates understanding of the obligations imposed upon commercial entities in the context of consumer protection and advertising restrictions. Learners will also be introduced to the use of alternate dispute resolution mechanisms to solve commercial disputes. |
| Award | Contemporary Issues in Law | 10 | This module is designed to provide learners with an opportunity to explore and engage with current debates in law in areas beyond the core legal subjects. It will also examine the development and reform of law. |
| Award | Equity and Trusts | 10 | This module is designed to give learners a clear understanding of the law relating to trusts and equitable remedies while also |

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| | | | providing learners with the skills to critically analyse and apply these legal principles. |
| Award | Administrative Law | 10 | This module is designed to provide learners with a firm understanding of the way in which administrative law regulates the organisation, composition, functions and procedures of public authorities; their impact on the citizen; and the restraints to which they are subject. |
| Award | Jurisprudence | 10 | This module examines the main schools of thought in the philosophy of law and the sociology of law. |
| Award | Family Law | 10 | This module aims to critically examine the legislative and judicial regulation of the legal relationships within the context of the family as broadly defined. |
| Award | Law of Evidence | 10 | This module is designed to equip learners with practical knowledge and understanding of the core principles of the law of evidence, both civil and criminal. The module is broadly concerned with the rules and principles which govern what may be proved in a court of law. |
| Award | Employment Law | 10 | The module content involves a comprehensive study of substantive contractual and statutory employment matters in this jurisdiction together with an overview of applicable procedures. The module examines the essence of the employment relationship and the consequent legal principles arising from recruitment right through to termination. The module will examine the common law contractual basis of the employment relationship, the influence of EU law and will further go on to examine principal legislative enactments affecting both parties. The regulatory fora relevant to the resolution of disputes will be investigated with emphasis on ongoing reform. |
| Award | International Law | 10 | This module is designed to provide learners with an opportunity to be introduced to public international law in its various thematic focuses, to include public international law, international human rights law and international commercial law. |

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 |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 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 | Introduction to Legal Research Skills | 10 | <p>Continuous Assessment 100%</p> <p>MCQs on Location and Citation of Sources 20%</p> <p>Assignment on Essay Drafting and Research 40%</p> <p>Group Problem Question Presentation 20%</p> <p>Reflective Journal 20%</p> |
| 1 | IT Skills for Law | 10 | <p>Continuous Assessment 100%</p> <p>Consisting of practical tasks to demonstrate development of appropriate IT skills.</p> |
| 1 | Criminal Law | 10 | <p>Continuous Assessment: 40%</p> <p>Practical Task 15%</p> <p>Problem Question 25%</p> <p>Exam: 60%</p> <p>Final examination</p> |
| 1 | Constitutional Law | 10 | <p>Continuous Assessment: 40%</p> <p>Research Essay 40%</p> <p>Exam: 60%</p> <p>Final examination</p> |
| 1 | Legal Systems | 10 | <p>Continuous Assessment: 40%</p> <p>Assignment 20%</p> <p>Group Presentation 20%</p> <p>Exam: 60%</p> <p>Final examination</p> |
| 1 | Contract Law | 10 | <p>Continuous Assessment</p> <p>In-class assessment 20%</p> <p>Examination 80%</p> |

| | | | |
|---|-----------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | Timed Essay Examination 20% Final Examination 60% |
| 1 | Mooting and Professional Practice | 10 | Continuous Assessment: 100% Mooting Submissions – Written 25% Mooting Submissions – Oral 50% Written Reflection on Mooting and Ethics 25% |
| 2 | Law of Tort | 10 | Continuous Assessment: 40% Mooting Written Submissions 40% Exam: 60% Final examination |
| 2 | European Union Law | 10 | Continuous Assessment: 10% In seminar assessment 10% Exam: 90% Timed Essay Exam 30% Final Examination 60% |
| 2 | Law of Real Property | 10 | Continuous Assessment 25% In seminar assessment 5% Research Assignment 20% Exam: 75% Final examination |
| 2 | Company Law | 10 | Continuous Assessment 25% Research Assignment 25% Exam: 75% Final examination |
| 2 | Commercial Law | 10 | Continuous Assessment: 100% Group Practical Task 50% Case Study and Presentation 50% |
| 2 | Contemporary Issues in Law | 10 | Continuous Assessment 100% Group Presentation 50% Individual Research Essay 50% |

| | | | |
|-------|--------------------|----|-------------------------------------------------------------------------------------------------------------------------|
| Award | Equity and Trusts | 10 | Exam: 100% Timed Essay Exam 40% Final Examination 60% |
| Award | Administrative Law | 10 | Continuous Assessment: 25% Assignment 25% Exam: 75% Final examination |
| Award | Jurisprudence | 10 | Continuous Assessment: 25% Assignment 25% Exam: 75% Final examination |
| Award | Family Law | 10 | Continuous Assessment: 25% Assignment 25% Exam: 75% Final examination |
| Award | Law of Evidence | 10 | Continuous Assessment: 40% Written Essay 25% Oral Assessment 15% Exam: 60% Final examination |
| Award | Employment Law | 10 | Continuous Assessment: 25% Group Project 25% Problem Scenario 25% Exam: 50% Final examination |
| Award | International Law | 10 | Continuous Assessment 100% Research Essay 80% Oral Presentation 20% |

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 Law uses the OSCOLA 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:

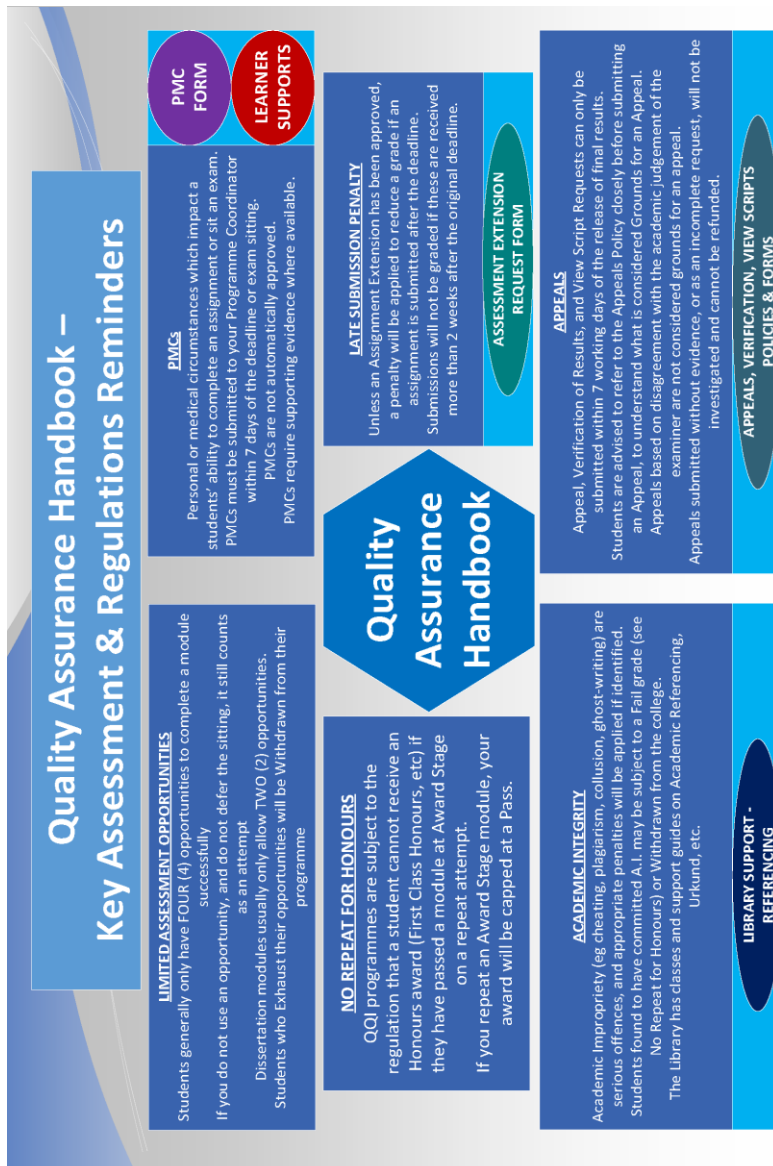
<https://students.dbs.ie/academicoperations/academic-calendars>

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

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.

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.

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.

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.

LEARNER SUPPORTS

APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS

LATE-SUBMISSION PENALTY ASSESSMENT EXTENSION REQUEST FORM

PMCs FORM

LIBRARY SUPPORT - REFERENCING

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!