



# Higher Diploma in Business

Level 8, 60 ECTS

## Programme Handbook

2020/21



## Foreword

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

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

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

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

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

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

Good luck on your journey!

## Kerry

Dr Kerry McCall Magan

Head of Academic Programmes



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## Section 1 Programme Information

### Welcome Message from Course Director

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

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

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

I look after the undergraduate programmes which include the BA (Hons) in Business and the postgraduate programmes, the MSc in Marketing, and the MSc in Management Practice. I work closely with your Programme Coordinator Aditya Shankar 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](https://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](mailto: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

|                              | <b>Name</b>    | <b>E-mail</b>         |
|------------------------------|----------------|-----------------------|
| <b>Programme Coordinator</b> | Aditya Shankar | aditya.shankar@dbs.ie |
| <b>Course Director</b>       | Rita Day       | rita.day@dbs.ie       |



### 1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: [firstname.lastname@dbs.ie](mailto:firstname.lastname@dbs.ie). This is an indicative list and is subject to change.

#### Semester one

| Module                                       | Module Leader     |
|----------------------------------------------|-------------------|
| Marketing                                    | Dr Chantal Ladias |
| Business ICT                                 | Bernie Lydon      |
| Legal Issues for Business                    | Mike Venn         |
| Professional Skills for Personal Development | Ray Whelan        |
| Economics                                    | Dermot Gallagher  |
| Management and Organisational Behaviour      | Darina Reilly     |

#### Semester Two

| Module                          | Module Leader     |
|---------------------------------|-------------------|
| Human Capital Management        | David Wallace     |
| Strategic Marketing             | Dr Chantal Ladias |
| Business Finance                | Michael Ellis     |
| Innovation and Entrepreneurship | David Duff        |
| Business Strategy (Capstone)    | Rita Day          |

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

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



## Section 2 Programme Details

### 2.1 Aims of the Programme

The Higher Diploma is a one year full-time (two semesters) or eighteen months part-time programme (three semesters), which aims to provide learners with the fundamental skills of business administration and create, in the learner, a diversity of cross-enterprise skills necessary in today's competitive and evolving market. The programme aims to provide an integrated, balanced, and dynamic business education to enable the learner to develop the theoretical knowledge and practical skills to critically analyse, evaluate, and implement strategic solutions to business opportunities and challenges and generate valuable business insights. The programme is designed as a conversion course for graduates who wish to convert their previous learning and experience and enter the business world maximising opportunities and progression therein.

The programme is designed to provide the learner with a wide range of modules such as Management and Organisational Behaviour, Marketing, Business ICT, Legal Issues for Business, Economics, Human Capital Management, Strategic Marketing, Innovation and Entrepreneurship, Business Finance, Professional skills for Personal Development and Business Strategy (Capstone module). The range of modules reflects the needs of the market and the core business functions. The modules are a true reflection of the requirements of an interdisciplinary workplace and are developed and updated in line with the requirements set out in Horizon 2020 and Ireland's National Skills Strategy 2025 as well as industry and student feedback (See Section 3).

Learners who complete the Higher Diploma in Business will develop business acumen through formative and summative assessments, which capture the resilience and agility required of graduates in contemporary and diverse business environments. The need and relevance of agility for an organisation is bedded in each module delivery and assessment, and the learner will see how and why an organisation must function to ensure profitability, sustainability, relevance, and growth. The programme is rooted in creating a well-rounded business graduate whose insights will inform strategic business decisions, from financial to people management, designed to increase productivity, profitability and an organisation's value and market share. The programme enables the learner to commence their career in business as well as underpinning further business postgraduate studies.

The specific programme objectives are to:

1. Equip learners with an understanding of the theory and principles underlying business function(s) and administration.
2. Advance in learners an appropriate expertise in the major aspects of business, and an awareness of core disciplines.
3. Develop a range of key interpersonal skills, characteristics, and attitudes to learners to work professionally, individually and in a team.

4. Cultivate in learners a range of key skills, personal qualities, and attitudes essential to support progression to a career in business or to further academic study.
5. Develop learner capacity to organise diverse information, arguments, and conclusions and present them in a clear coherent way.
6. Relate business principles, concepts and theories and frameworks to a wide range of business and industry settings.
7. Understand the various functions of business and demonstrate this awareness by producing a multi-faceted and innovative business strategy.
8. Enable learners to apply their learning through in their professional lives reflecting their professional and personal development.

Overall, the programme aims to create in learners a critical understanding of core business functions as well as strategic business management, while also enhancing the innovative capability, practical, transversal, and vocational skills of the learners to ensure the success of graduates in the business environment.

## 2.2 Programme Learning Outcomes

Upon successful completion of the programme, learners will be able to:

|                |                                                                                                                                        |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>MIPLO 1</b> | Demonstrate strong business knowledge across the theory and principles in the major aspects of business, and core disciplines.         |
| <b>MIPLO 2</b> | Critically analyse academic theories and business concepts within the global environment.                                              |
| <b>MIPLO 3</b> | Apply appropriate frameworks and models to a range of business scenarios.                                                              |
| <b>MIPLO 4</b> | Implement innovative, rational, and methodical approaches to solving complex business problems in a practical business situation.      |
| <b>MIPLO 5</b> | Appraise strategic solutions to business challenges, generating valuable business insights in groups or individually.                  |
| <b>MIPLO 6</b> | Demonstrate an ability for personal and professional development, advancing transferable skills in variable and non-familiar contexts. |
| <b>MIPLO 7</b> | Proceed in an independent, professional, and ethical manner to further studies and/or employment.                                      |



## 2.3 Programme Structure

Semester one lays the groundwork for the programme and encompasses foundational modules on Management and Organisational Behaviour, Marketing, Business ICT, Legal Issues for Business, Economics and Professional skills for Personal Development which build a thorough understanding of the relevant concepts of Marketing and Management a proficiency in the use of ICT and the interpretation of Legal Issues for Business. Semester two builds on this by covering Human Capital Management, Strategic Marketing, Business Finance, Innovation and Entrepreneurship, and capstone module: Business Strategy which give the learner a more strategic and critical approach to business and business administration.

Therefore, graduates will have the skills necessary to move into a management role within a variety of business functions such as marketing, people management or management of a department such as ICT within an organisation. They will have the business expertise to take a strategic view of business opportunities and challenges, and graduates will effectively integrate cutting edge analytics into decision-making in their company. In this way, the Higher Diploma in Business offers a consolidated and emphasised focus on strategic business decision-making fully integrated with personal and professional skills development as an effective means to improve business performance, productivity, and efficiency.

| Stage label | Module title                            | ECTS | Module synopsis                                                                                                                                                                                                                                                                                                                                          |
|-------------|-----------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award       | Management and Organisational Behaviour | 5    | The module aims to provide learners with the key concepts of organisational behaviour and management with a focus on the academic management theories and models and their interpretation. The module underpins how to manage individuals and groups leading to an increase of human capital in an organisation and enhanced organisational performance. |
| Award       | Marketing                               | 5    | The module is an introduction to the various theories of Marketing. Learners will reflect on the various concepts and theories of Marketing dominating the field of Marketing. Learners will be encouraged, through a case study-based approach to develop a rounded view of marketing within the context of an organisation.                            |
| Award       | Business ICT                            | 5    | The module focuses on the role information systems (IS) play in the modern business environment. Learners will gain insight into how information systems play a key part in enabling different types of innovation and in gaining competitive advantage. It is imperative that learners gain an appreciation of IS security, privacy and ethical aspects |

|       |                           |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------|---------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                           |   | when managing in the digital world and in this module they will apply their skills throughout to a design project.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Award | Legal Issues for Business | 5 | The module aims to provide learners with an underpinning as to how the Irish legal system operates and a foundation in the fundamental principles of law as they are pertinent to the business world. The module considers the key aspects of business law including contract, tort, consumer, employment, and commercial law and demonstrates to learners both the legal constraints and obligations impacting commercial enterprise. The module underpins the appropriate and relevant academic legal theories and principles enabling the learner to appraise, interpret and apply such theories and principles to a range of business opportunities and challenges. |

## 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.

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.

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

### 3.2 Assessment Schedule

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

| Stage | Module                                  | ECTS | Assessment                                                                                                                                                                                                    |
|-------|-----------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Management and Organisational Behaviour | 5    | <p><b>Continuous Assessment: 50%</b></p> <p>Case study or real-life project</p> <p>Whole class feedback</p> <p><b>Exam: 50%</b></p>                                                                           |
| 1     | Marketing                               | 5    | <p><b>Continuous Assessment: 50%</b></p> <p>Research Paper: academic research essay based on a literature review</p> <p>Whole class feedback</p> <p><b>Exam: 50%:</b></p>                                     |
| 1     | Business ICT                            | 5    | <p><b>Continuous Assessment: 50%</b></p> <p>Project, small scale systems development project</p> <p>Feedback on progress throughout</p> <p><b>Exam: 50%</b></p> <p>Laboratory (practical) individual exam</p> |
| 1     | Legal Issues for Business               | 5    | <p><b>Continuous Assessment: 50%</b></p> <p>Case study-based problem-solving exercise involving a variety of different business law issues with a group briefing document</p>                                 |

|   |                                              |   |                                                                                                                                                                                                                                              |
|---|----------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                              |   | group presentation<br><b>Exam: 50%</b>                                                                                                                                                                                                       |
| 1 | Economics                                    | 5 | <b>Continuous Assessment:30%</b><br>Individual in class MCQ's Multiple-Choice Questions<br><b>Exam: 70%</b><br>Exam with one seen question applying theoretical frameworks                                                                   |
| 1 | Professional Skills for Personal Development | 5 | <b>Continuous Assessment: 100%</b><br><b>Assessment 1 20%</b><br>Preplanning for a Leadership event<br><b>Assessment 2 70%</b><br>Organising and execution of a Leadership event<br><b>Assessment 3 10%</b><br>Post event written reflection |
| 2 | Human Capital Management                     | 5 | <b>Continuous Assessment: 100%</b><br><b>Assessment 1 100%</b><br>Interview with a Human Resource manager                                                                                                                                    |
| 2 | Strategic Marketing                          | 5 | <b>Continuous Assessment: 50%</b><br>Group Presentation of a case study <b>25%</b><br>Whole class feedback<br>Individual written case study <b>25%</b><br>Individual feedback<br><b>Exam: 50%</b>                                            |
| 2 | Business Finance                             | 5 | <b>Continuous Assessment: 40%</b><br>Group Assessment 40%                                                                                                                                                                                    |

|   |                                 |    |                                                                                                                                 |
|---|---------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------|
|   |                                 |    | Whole class feedback<br><b>Exam: 60%</b>                                                                                        |
| 2 | Innovation and Entrepreneurship | 5  | <b>Continuous Assessment: 100%</b><br>Group Assignment Proposal 30%<br>Group Assignment Report 60%<br>Individual Reflection 10% |
| 2 | Business Strategy               | 10 | <b>Continuous Assessment: 100%</b><br>Case study: 80%<br>Group 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.

### 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

- 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](#).
- 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.
- 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](http://www.dbs.ie)
- . <https://elearning.dbs.ie/> (Moodle)
- . [www.mydbs.ie](http://www.mydbs.ie) (student email)
- . [tts.dbs.ie](http://tts.dbs.ie) for generic timetables





- . <https://library.dbs.ie/>
- . [Lorls.dbs.ie](https://lorls.dbs.ie) (to access your reading list online)
- . [esource.dbs.ie](https://esource.dbs.ie) (repository of student and faculty research)
- . [servicedesk.dbs.ie](https://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](https://servicedesk.dbs.ie).



## Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

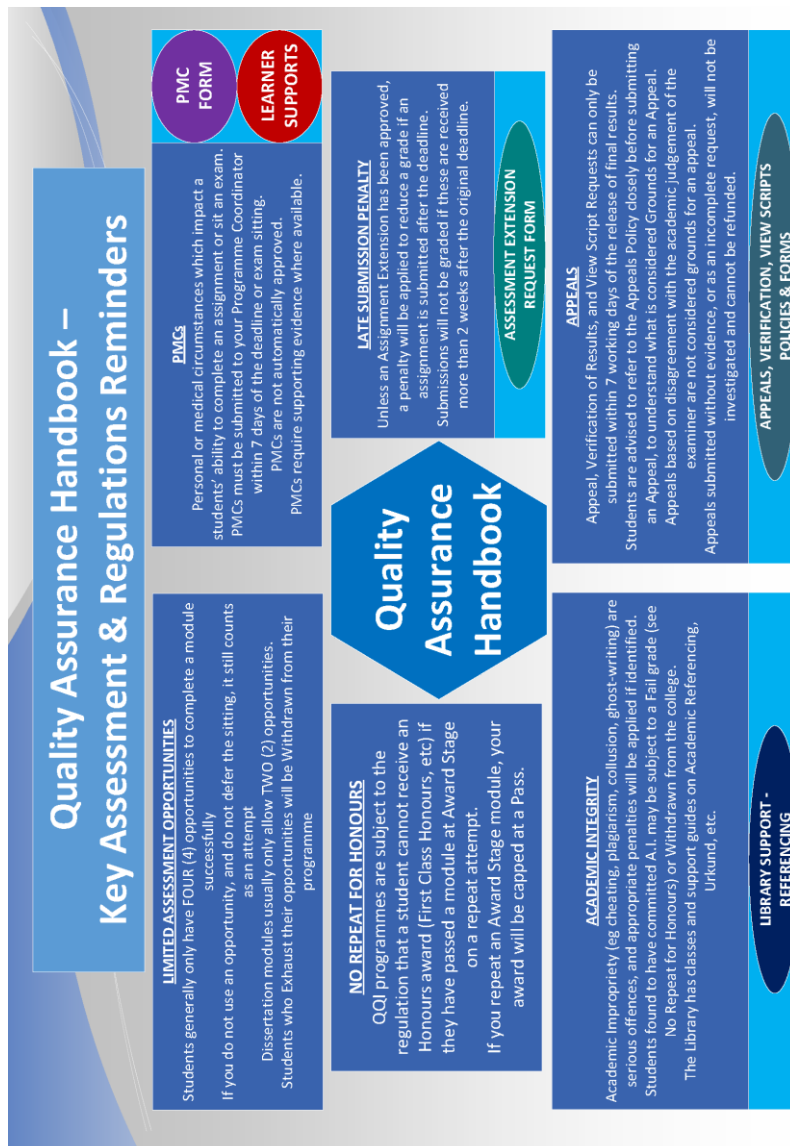
<https://students.dbs.ie/academicoperations/academic-calendars>

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**

**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, 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**

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

**APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS**



## Section 6 Conclusion

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

Enjoy your time at DBS!