



# Modular Skills Provision

## Student Handbook

2021/2022

## 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.

The information contained in this handbook is crucial to your learning. It provides important information on DBS, its policies 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

Hello and a very warm welcome to Dublin Business School. My name is Nicholas Kelly and I am the Acting Professional Products Manager which includes Modular Skills Provision.

You have made the right choice in 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 with us 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 while ensuring they meet the demands of an ever-changing global business community. All our faculty members are experienced tutors and 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 Modular Skill Provision courses offered by DBS. Some examples of areas that I can assist with include:

- Questions in relation to your module(s)
- Navigating Moodle
- Assignments and Examinations.

Your student portal is also a one stop shop for accessing your email, timetables and more. I would like you 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 will 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.

Please do not hesitate to contact me on [nicholas.kelly@dbs.ie](mailto:nicholas.kelly@dbs.ie) if you have any questions.  
Best wishes to you all!

*Nicholas*

**Nicholas Kelly**

**Acting Professional Products Manager - Professional Programmes including Modular Provision**

## 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 the Acting Professional Products Manager or log a ticket at [servicedesk.dbs.ie](https://servicedesk.dbs.ie) (General Query section). 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 a short description of the people you will meet on your programme:

- **Acting Professional Products Manager - Professional Programmes including Modular Provision**

The Acting Professional Products Manager for Professional Programmes and Modular Provision has responsibility for ensuring professional programmes and modular skills provision programmes are developed and delivered effectively. This role is responsible for the governance of these programmes and works in close collaboration with course directors in other discipline areas to ensure high quality teaching, learning and student experience.

- **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.

- **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
<b>Acting Professional Products Manager - Professional Programmes and Modular Provision</b>	Nicholas Kelly	nicholas.kelly@dbs.ie

*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 coming year 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.*

## Section 2 Teaching and Learning Strategy for a multimodal environment

Your programme will either be fully on campus and supported by the DBS virtual learning environment (MOODLE) **or** will be offered through multimodal delivery which utilises face-to-face, live online, pre-recorded and OnDemand resources. This section covers all teaching and learning relating to multimodal delivery and is an opportunity to discuss the proposed teaching activities and modes of delivery that you can expect on this blended programme.

An overview of terms:

### **In class / on-site**

The lecturer and students attend class on-site on DBS campus. This mode appears on timetables. It involves guided learning at a specific location and time.

### **Live Online/ Synchronous (Zoom) sessions**

The lecturer and students are online at the same time in a Zoom room or digital communication platform. These sessions are typically used for workshops and facilitated discussions on topics and where possible are recorded. This mode appears on timetables. It involves guided learning online at a specific time

### **OnDemand / Asynchronous content**

Asynchronous, also called OnDemand, OnDemand Learning is where the lecturer has prepared content or activities that the student accesses online and works through at their own pace. This content is not on a student's timetable. However, OnDemand content is often connected to Face to Face or Live Online sessions and should be completed in advance of those classes. Some live sessions are independent of OnDemand content but some will be dependent upon the student having been through the OnDemand content.

### **Supported by VLE: Moodle**

The virtual learning environment (VLE) for programmes in Dublin Business School is Moodle. All learning activity is directed through each module page on Moodle, which functions as a learning path, with activities and resources categorised by topic. Instructionally designed OnDemand units of content are complemented by Moodle learning activities such as Discussion Forums, Chat, Quizzes, as well as additional directed e-learning resources such as links to videos, readings, images and podcasts. Access to synchronous online tutorials, lectures, workshops, and recordings of these sessions are also made available to learners via links on Moodle.

The **blended multimodal environment** allows for the most appropriate mode of delivery to be applied to different parts of the syllabus. Typically, the more theoretical content would be delivered through our OnDemand mode, with discursive aspects of the syllabus delivered in the synchronous live online mode. However, such discursive topics can also be considered in an in-class setting. More practical and assessment driven parts of the syllabus can also be reserved for the in-class time. All in-class and live online learning will be recorded and the resources made available to you through MOODLE.

Multimodal delivery is aligned to ensure that a mix of modes does not occur within any one day/evening. Modules with synched schedules of delivery are timetabled together on the same day/evening to ensure consistency of on-campus and online/asynchronous schedules.

Assessments are also set and submitted on Moodle. The **Announcements** feature on Moodle is the primary method of lecturer-to-learner broadcast communication in between live classes. All

announcements on Moodle are automatically directed to the student's email. This will require an appropriate computer work area with internet access.

Learners on the *Modular Skills Provision* will also have class notes, resources, case studies and links to electronic resources made available on Moodle. Modules are delivered through a blend of asynchronous content and discussion forums with synchronous tutorials and face-to-face workshops, practical lab sessions and lectures. Teaching and learning will use a wide range of materials to assist learners as they enhance their knowledge and understanding of core concepts. This approach allows for reflection and consideration of theories, concepts and issues followed by facilitated discussions in synchronous tutorials to further explore and challenge understanding with peers using real-world scenarios and problems. In-class individual and group exercises are also used to test understanding and drive applied discussions. These interactions can be facilitated with the use of educational technologies such as online walls and polling.

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

## FAQ

### 1. What will my class look like?

Your lecturer usually adopts the same approach for the entire length of each timetabled class. This means your class will be a lecture or a tutorial or a workshop or a demonstration. However, your lecturer may decide to mix approaches too. So, for example, the timetabled class may start with a lecture before moving on to a workshop and then finishing with a tutorial. Lecturers may also draw on any of the activities above, including others not mentioned, during class whether it is online or in-class.

### 2. How will my class appear on the timetables?

Multimodal delivery is aligned across weeks to ensure that a mix of modes does not occur within any one day/evening. Modules with synched schedules of delivery have been timetabled together on the same day/evening to ensure consistency of on-campus and online/asynchronous schedules.

Typically, a timetabled class will take place in one mode or another, for example through face to face, live online, or recorded. Our OnDemand mode can be used on its own or with any of the other modes mentioned. OnDemand will not appear as a class on your timetable because you will be able to watch the learning content at your own convenience. However, you should include OnDemand in your own learning schedule to make sure that you are fully prepared for your next timetabled class.

**The text below will appear on your timetable:**

*This programme is blended. This means you may have some face-to-face, on-site classroom delivery\*, live online and OnDemand content. The face-to-face and on-site classroom delivery will be shown on your timetable. In addition, some classes are delivered as OnDemand content which means you may have videos and learning materials to engage with alongside your timetable. Please consult your Module and Assessment Guide and Moodle page for information once the term has commenced. The timetable below is for indicative purposes only, e.g., you might not have a live online or on-site class at the times noted below every week."*



### 3. How many hours per week can I expect to learn using different modes?

Face-to-face contact averages 2 hours per week for full-time delivery, and 1 hour per week for online or OnDemand delivery for each module.

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 may include practical, continuous assessment, reports, group activities and/or 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. This is to ensure fairness, consistency of marking and the correct standard across all assessments. Results are always provisional until they are approved by the Internal Moderator and are processed through the programme Exam Board. The purpose of an Exam Board is to formally ratify results (for more information please refer to the [Quality Assurance Handbook](#)).

The assessment schedule and Moodle sync with the Student Dashboard to provide a calendar of deadlines. 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 assessments 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, not your fellow students, if you are not sure about any requirements.
- Always complete the required number of questions in an exam.
- Practice writing answers for end of term exams by attempting [previous papers](#) and by handwriting answers to ensure that your work 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 [DBS Student Services](#) well in advance of any assessment or exam dates.

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 then the Equality & Diversity Officer, Joanne O'Donnell, 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 the DBS Quality Assurance Handbook (QAH) for further details.

### 3.2 Reassessment

Our reassessment strategy comprises a repeat assignment and/or project, which the student has been unsuccessful, to ensure the learner achieves the Module Learning outcomes.

### 3.3 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 submit your request at [servicedesk.dbs.ie](#);
  - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, at [servicedesk.dbs.ie](#);
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.

### 3.4 Awarding Body and NFQ Level

These modules have been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland.

### 3.5 Useful links and tips

Door codes are available at Reception desks.

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

- . [www.students.dbs.ie](http://www.students.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](http://Lorls.dbs.ie) (to access your reading list online)
- . [esource.dbs.ie](http://esource.dbs.ie) (repository of student and faculty research)
- . [servicedesk.dbs.ie](http://servicedesk.dbs.ie) (to log support queries or issues)

If you have any problems with your timetable or require technical support, please log a ticket at [service desk.dbs.ie](http://service.desk.dbs.ie).

## Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

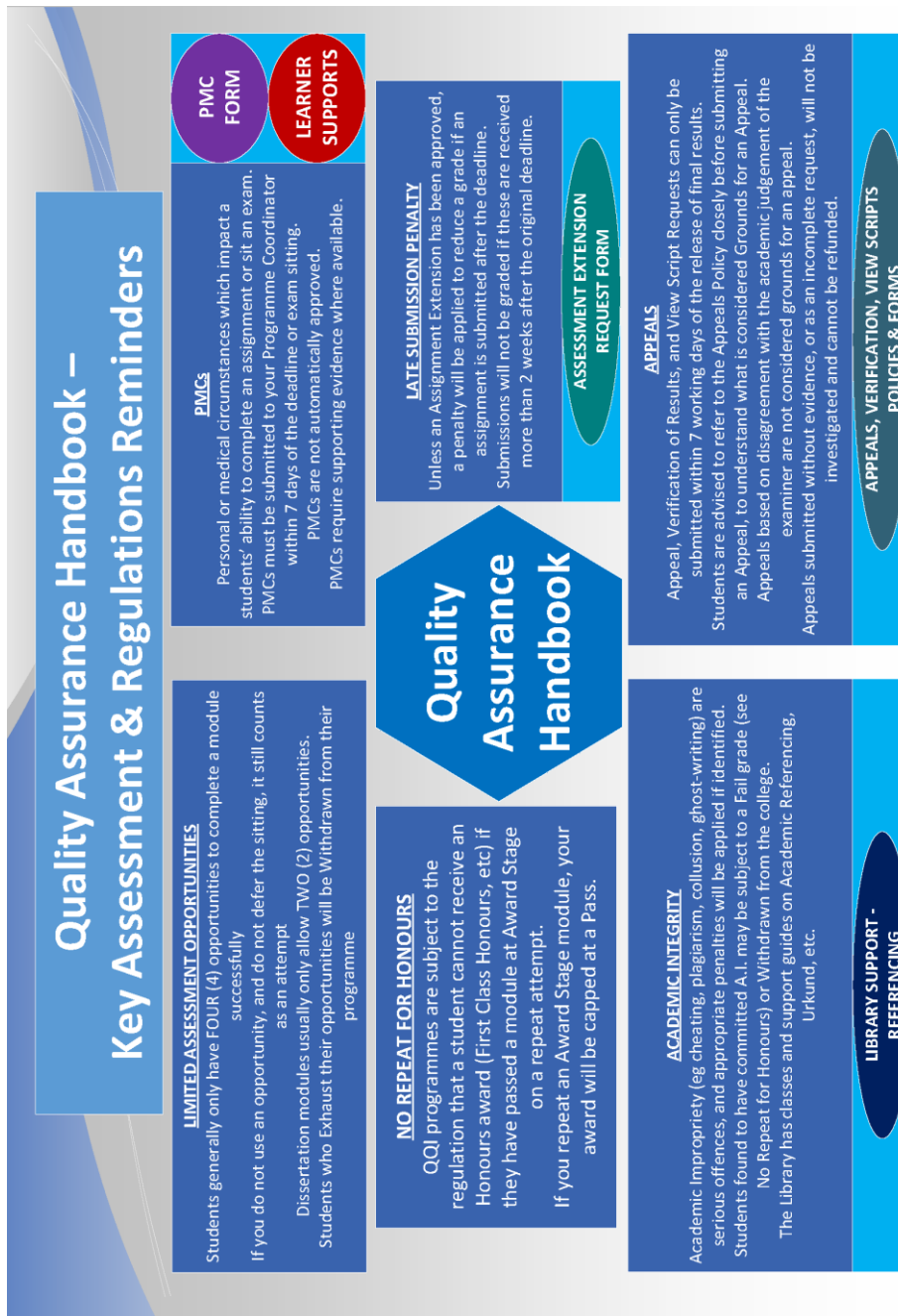
<https://students.dbs.ie/academicoperations/academic-calendars>

It shows the term dates, as well as reading weeks, the 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/qah>.

### 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 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.

**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.

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

**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.

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**LEARNER SUPPORTS**

**ASSESSMENT EXTENSION REQUEST FORM**

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

**LIBRARY SUPPORT - REFERENCING**

## Section 6 Conclusion

We hope you have found the programme handbook helpful. If you have any queries, please contact the Acting Professional Products Manager. Contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!