



# Certificate in Business and Digital Skills

Level 6, 30 ECTS

**Student Handbook**

2022/ 2023

## Foreword

Welcome to DBS where we will help you realise your ambition. We have an international reputation for high quality teaching and learning 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. We have five campuses in Dublin's city centre and nationalities from over ninety-five countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from business to data science and business analytics, marketing to psychology and psychotherapy, from accounting and finance through law, arts, and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and delivering an out-standing student experience.

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 through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

*Tony*

Dr Tony Murphy

Academic Dean

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## Section 1 Programme Information

### Welcome message from the Academic Director

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

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 marketing 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 Micro credential programmes 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 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](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.

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**

**Academic Director - Business, Law, and Marketing**



## 1.1 Programme Administration

If you have any questions or concerns about any aspect of your programme, or a problem relating to any aspect of your time here at DBS you should contact your Academic Director or Academic Administrator.. 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:

- **Academic Director**

The Academic 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.

- **Assistant Academic Director**

The Assistant Academic Director has responsibility of working with the Academic Director across all elements of programme development and delivery. They are responsible for overseeing programme team meetings and are a direct point of contact for students. They work to ensure all programmes developed and run are of a high academic standard.

- **Academic Administrator**

Academic Administrators 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

Position	Name	E-mail
Academic Administrator	Ruairi Devlin	ruairi.devlin@dbs.ie
Assistant Academic Director	Tanya Zubrzycki	tanya.zubrzycki@dbs.ie
Academic 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](mailto:firstname.lastname@dbs.ie)

This is an indicative list and is subject to change.

Stage	Module	Module Leader(s) *subject to change
Award	Contemporary Marketing Communications	John Noble
Award	Applied Digital Skills for Business	Paul McEvoy
Award	Organisational Behaviour	Darina Reilly

*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.*

## Section 2 Programme Details

### 2.1 Aims of the Programme

The Certificate in Business and Digital Skills (Level 6, 30 ECTS) will equip learners with practical skills and knowledge in core areas of business. Through the unique combination of modules, learners will explore organisational behaviour (theory and skills applied to a variety of industry settings), acquire digital skills (necessary to a modern business environment) and develop an understanding of the importance of marketing communications in the promotion and future sustainability of a business.

Through this programme, learners will acquire work-aligned skills that will prepare them for the challenges posed by the dynamic nature of the modern business environment, enabling them to make an effective contribution to the resolution of business problems. On completion of this programme, learners will possess knowledge in these core areas of business, and acquire key digital and business skills necessary to working successfully in a modern business environment.

The Certificate in Business and Digital Skills (Level 6, 30 ECTS) programme is comprised of three modules (Organisational Behaviour, 10 ECTS; Applied Digital Skills for Business, 10 ECTS; Contemporary Marketing Communications, 10 ECTS) which are drawn from the parent programme of the Bachelor of Business (Level 7, 180 ECTS).

### 2.2 Programme Learning Outcomes

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

1.	Recognise the individual, group and organisational influences on performance and actions for the improvement of organisational people-based issues for employees and groups.
2.	Use digital technologies in a business context and identify the necessary measures that can be taken to ensure data privacy and security.
3.	Appraise the role of traditional and contemporary marketing communication tools to achieve brand/organisational objectives.
4.	Define the synergy between the interrelated nature of organisational behaviour, digital technologies, and marketing communications as core business functions.
5.	Display a range of effective (individual and team) transferable skills such as verbal and written communication, time management, teamwork and presentation skills in the completion of academic work.



### 2.3 Teaching and Learning Strategy for a multi-modal environment

Your programme will either be offered through a single mode On Demand **or** will be offered through multimodal delivery which utilises face-to-face, live online, pre-recorded and on-demand resources. This section covers all teaching and learning relating to the multimodal delivery and is an opportunity to discuss the proposed teaching activities and modes of delivery that you can expect on this programme.

Four distinct delivery modes are validated (face-to-face; live online; asynchronous online; blended) to maximise flexibility of delivery over duration of the validation. Each mode is subject to marketing and to demand. However, the programme will be delivered in blended format, i.e. a mix of classroom and online delivery.

#### What is Blended Learning?

DBS offers fully-blended learning through a combination of the following modes:

- Face to Face Classroom Tuition
- Live Online (LOL) Tuition
- On Demand Learning

Blended Learning allows for the most appropriate mode of delivery to be applied to different parts of the syllabus. Blended learning programmes on average are split out to 40% Face to Face Classroom Tuition, 30% Live Online and 30% On Demand Learning but this does vary.

- **What is Face to Face / Classroom Tuition?**

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.

- **What is Live Online (LOL) Tuition?**

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 lecturer-led guided learning online at a specific time.

- **What is On Demand Learning?**

On Demand 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, On Demand 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 On Demand content but some will be dependent upon the student having been through the on demand content.

The **blended multimodal** option 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 the On Demand mode, with the discursive aspects of the syllabus more inclined to be delivered in the synchronous online mode. Although, such discursive topics can also be considered in an in-class

setting. The more practical and assessment driven parts of the syllabus can also be reserved for the in-class time. Formative assessment exercises can be set in any mode to allow the learners to assess progress. Peer review of these formative assessments can help drive this development, which can take place through asynchronous discussion boards or in-class or online discussion. The blended approach will also avail of directed e-learning objects, such as annotated case studies, videos and reading.

### **DBS Moodle**

The Virtual Learning Environment (VLE) for Dublin Business School is Moodle. All learning activity is directed through Moodle, which functions as a learning environment, with activities and resources categorised by topic. Units of On Demand content are complemented by Moodle learning activities, such as Discussion Forums, Chat, Quizzes etc. as well as additional directed e-learning resources, such as links to videos, readings, images and podcasts. Access to recordings of online tutorials, lectures and workshops are also made available to students via links on Moodle.

Assessments are set and submitted on Moodle. The Announcements feature on Moodle is the primary method of lecturer-to-student broadcast communication in between live classes. All announcements on Moodle are automatically directed to the student's DBS email address. 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 Guide.

### **Timetables**

Your programme is a mixture of these modes of delivery and your timetable has been carefully constructed to offer an effective blend of on site (in class), live online and Asynchronous (pre-recorded and On Demand) materials. The asynchronous materials are not shown on your timetable as these are flexible learning objects that you can watch and listen to in your own time. The onsite / in class and the live online components are shown on your timetable.

Recordings of face-to-face and online learning environments are made available to learners, when appropriate to do so and not exempt due to the sensitivity or confidentiality of material, for the purpose of reflection and revision. All modules utilise directed e-learning, which means lecturers direct learner interaction with online reusable learning objects (RLOs) and/or discussion forums on the VLE along with supporting e-learning resources. Directed e-learning RLOs can range from an annotated case study in pdf, to a video, to a bespoke animation created by DBS, as long as the lecturer has provided prescriptive direction on the interaction with the RLO. Other e-learning resources include pdfs, video links, links to websites, podcasts etc. and any other relevant and appropriate supporting resources.

### **The text that appears on timetables is:**

*"This programme is blended. This means you may have some face-to-face, on campus classroom delivery\*, live online and on demand content. The face-to-face, on campus classroom delivery will be shown on your timetable. In addition, some classes are delivered as on demand 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 campus class at the times noted below every week."*

The different delivery modes are summarised below. It is noted that for on-demand asynchronous delivery one unit of on-demand content is defined as content that takes a learner on average an hour to work through.

Totals	Classroom	Synchronous	Directed Asynchronous	On-Demand Asynchronous	Independent
Face-to-face classroom	216 FT 108 PT		150 FT/PT		384 FT 492 PT
Synchronous Online		216 FT 108 PT	150 FT/PT		384 FT 492 PT
Asynchronous Online			150 FT/PT	108 FT/PT	492 FT/PT
Blended (multimodal)	54 FT/ PT	54 FT/PT	150 FT/PT	108 FT/PT	384 FT/PT

## FAQ

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

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 the 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, or in-class. However, some activities and approaches are better suited to some modes.

### 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. Although the on-demand mode can be used on its own or with any of the other modes. **On-Demand will not appear on your timetable as the timetabled class as you will be able to watch the learning content at your own convenience.** However, you should include On-Demand in your own learning schedule to make sure that you are fully prepared for the next timetabled class.

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

Face-to-face contact hours average 2h per week for the full-time delivery, and 1h per week for online or on demand delivery for each module.

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

## 2.4 Other Relevant Programme Information

### Module Level

Stage label	Module title	ECTS	Module synopsis
Award	Contemporary Marketing Communications	10	<p>The module will be delivered primarily through theoretical materials, practical case studies, and formative assessment. The teaching and learning strategy will be applied through a focus upon the understanding and practical, problem solving, and application of knowledge. Learners will be directed towards suitable online resources to support an interactive approach.</p> <p>The teaching and learning strategy will involve a multi-faceted approach. A primary aim is to stimulate student inquiry and promote independent student learning. The learning tasks in the module are designed to encourage problem solving, and self-directed learning with a view to understanding and applying the key concepts of marketing communications within the flexible parameters of high-level business administration and within the national and international context.</p> <p>All course material will be provided on Moodle including lecture notes, continuous assessment specification, practice exercises, online presentations and screencast demonstrations where applicable. Skills and knowledge are tested using a variety of models, which will encourage learners to apply theory by providing solutions to different scenarios. Formative assessment will be carried out by way of case study or real-life project and feedback given to the learners through continuous assessments and feedback.</p>
Award	Applied Digital Skills for Business	10	<p>The main focus of this module is to build strong, technical skills and competences to enable the learner to build applications as solutions for business. Applying technical skills to form business solutions is recognised as an essential attribute for graduates in the area of business. More specifically, applying practical control measures, to safeguard and ensure confidentiality, for data held on database and spreadsheet applications is a valuable attribute for graduates in the workplace and society. Throughout this programme the ability to communicate effectively, using technologies, is recognised as important for business graduates. This module also provides learners with Information Technology skills that will underpin the evidence of learner achievement.</p> <p>Learning takes place through a variety of delivery modes: (i) face-face lab classes, (ii) asynchronous delivery through pre-recorded video demonstrations and (iii) synchronous online</p>

			<p>delivery. All practical demonstrations will be supplemented with regular formative assessment. Teaching, learning and assessment strategy is focused on supporting and enhancing learning as well as measuring engagement through a variety of tools and activities. All demonstrations and lecture presentations are recorded and are made available on Moodle. Analysis of video viewership allows for measurement of engagement. Completion of activities such as lab-based exercises, forums to encourage interactivity and peer-learning, and quizzes will provide a rich learning environment. Formative assessment will be followed by regular feedback/feedforward to assist learner engagement and development as they progress through the module and programme.</p>
Award	Organisational Behaviour	10	<p>The teaching and learning strategy is to engage the learners with core concepts, frameworks, knowledge, issues and models that constitute the essential theory of organisational behaviour, and to facilitate learners to discover how such concepts would play out in a real-life setting.</p> <p>For the classroom and synchronous online modes of delivery, the learning strategy is to present the theory to the learners complemented by readings and videos as directed e-learning. Knowledge checks will be available as online MCQs on Moodle. Learners are facilitated in considering the theory in real-life scenarios through case studies. Learners will be invited to debate the implications of applying the theory in small groups either in class or online and through online discussion forums.</p>

## 2.5 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L modes include:

Mode	Description
In-class	Where the lecturer and all the students are in the class.
Live Online	Where the lecturer and all of the students are online at the same time (Zoom sessions) Here you are online at the same time in a Zoom room or digital communication platform as your lecturer.
Hybrid	Where some of the students are online (Zoom sessions) and some are in the class (In class/onsite) 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
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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 the 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 Academic Administrator or Module Leader.

## Section 3 Assessment

### 3.1 Introduction to Assessment

The virtual learning environment for programmes in Dublin Business School, including the Marketing Essentials micro-credential programme, is Moodle. All learning activity is directed through the Marketing Essentials page on Moodle, which functions as a learning path, with activities and resources categorised by topic. Instructionally designed on demand units of content are complemented by Moodle learning activities, such as Discussion Forums, Chat, Quizzes, and plugged in LTIs, as well as additional directed e-learning resources, such as links to videos, readings, images and podcasts. Access to synchronous online tutorials, lectures and workshops, and recordings of these sessions, are also made available to learners via links on Moodle. The synchronous online environment facilitates screen share, breakout rooms, collective access to a whiteboard, and chat.

Assessments are 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.

It is important that you familiarise yourself with the format of assessment, 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](#)).

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 if you are not sure about any requirements, not your fellow students.
- 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 [Learners Support Service](#) 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 programme schedule.

Where a learner is found to require additional learning support, 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 DBS Quality Assurance Handbook (QAH) for further details.

### 3.2 Assessment Schedule

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

Module Name	ECTS	CA Component Breakdown
Organisational Behaviour	10	2 x 30% Individual MCQ: 60% 1 x Individual Assignment: Case Study application: 40%
Applied Digital Skills for Business	10	MCQ: 25% Practical test: 25% Project: 50%
Contemporary Marketing Communications	10	Individual presentation of 'The 21st Century Consumer' poster (Individual task) and Q&A from peers: 70% Individual Engagement in a discussion; in forum topic (set by the lecturer): 30%

### 3.3 Reassessment

Reassessment strategy comprises a repeat assignment and/or project if that is the element, which the student has been unsuccessful and will ensure the learner reaches the Module Learning outcomes.

### 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 accepted 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://servicedesk.dbs.ie/> to complete and return, with supporting documentation
  - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, please go to <https://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.

### 3.5 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, as a Special Purpose Award, at Level 6 on the [National Framework of Qualifications](#).

### 3.6 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.

- . [students.dbs.ie](https://students.dbs.ie)
- . <https://elearning.dbs.ie/> (Moodle)
- . [www.mydbs.ie](https://www.mydbs.ie) (student email)
- . [tts.dbs.ie](https://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)

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

<p><b>LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3)</b> 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</p>	<p><b>PMCs (QAH B.4.3)</b> 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.</p>	
<p><b>CAPPED MODULE GRADES (QAH 5.5.3)</b> A repeat attempt on a module incurs a capped mark of 40% on the overall module mark. The individual components may achieve the full grade, but for Transcripts and Award Calculations, a repeated module will be counted as achieving 40%.  <b>If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.</b></p>		<p><b>LATE SUBMISSION PENALTY (QAH B.5.4)</b> 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 <b>will not be graded</b> if these are received more than 2 weeks after the original deadline.</p>
		
<p><b>ACADEMIC INTEGRITY (QAH B.3.3)</b> 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.</p>	<p><b>APPEALS (QAH B.3.5)</b> 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. <b>Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal.</b> Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.</p>	
		

## Section 6 Supporting Student Success

One of DBS's strategic objectives is to support student success and enhance the student experience. We enable student success through high-quality services and support. The College provides academic resources, student services, engagement support and infrastructure to provide an outstanding student experience and enable strong academic outcomes. The Student Experience Team ensures that our students have the best possible College-life experience and promotes a DBS community and culture focused on their wellbeing and success. The Team has received awards to recognise their efforts.

### 6.1 The Learner Charter

The [DBS Learner Charter](#), which was revised in early 2022 to reflect the challenges of engagement, defines a number of DBS and learner commitments that will foster a supportive, constructive and positive learning environment for students at DBS.

## Section 7 My Career

### 7.1 Student Careers

The DBS Careers Team are dedicated to ensuring that you are equipped with the right skills to achieve your career goals upon graduation. The Team constantly ask the following questions:

- What is a work-ready graduate?
- What skills does a work-ready graduate need to succeed?
- How can we equip our students with these skills?

During your time in DBS, you will:

- Be given the opportunity to complete a skills self-assessment quiz at various times during your journey in DBS. This will allow you to judge yourself against the skills employers are looking for in graduates, and by following the advice given improve your score throughout your time at Dublin Business School.
- Be asked to complete a number of online mini-modules which will allow you to self-improve across all of the skills employers require from graduates.
- Understand the individual Careers pathway developed for your programme, by following and fully participating in this pathway you will enhance your Career and employment prospects.
- Listen to weekly podcasts with industry influences and leaders
- Attend weekly Careers workshops which have been specifically developed to equip our students for the modern employment market
- Attend Industry events and get the opportunity to talk to recruiters directly
- Have one-to-one sessions with a Careers Coach, which can include areas such as networking, CV preparation, interview skills, job search and building a successful LinkedIn profile.
- have formal and informal opportunities to improve your scores across defined skills, knowledge and attributes that employers are looking for in Graduates.

The Careers Hub is based in Aungier Street behind reception, and the team can be contacted by [e-mail](#).

## Section 8 My Student Life

### 8.1 Peer Mentor Programme

The DBS peer mentor programme is designed to give students across DBS the opportunity to represent and mentor students by sharing their stories and experiences of college life. Our mentors act as positive role models throughout the year to their respective groups and are sources of information, from orientation through to the end of the year. The mentors help make coming to DBS a more welcoming, less daunting experience for everyone. As well as arranging informal meetings and social events with their mentees, the team assists with any queries or concerns that new students may have. Throughout the year this team of students is supported by our Student Experience Team with whatever challenges and issues they face. This academic year we will have over 100 peer mentors divided across three areas - a programme based, regional (by nation) based, and year-based mentors. Each of our student mentors is given continuous high-quality training throughout the academic year to ensure they are fully engaged in our college experience and best prepared to support their mentees.

### 8.2 Class Reps

DBS was the first private college to engage with USI to train all of our class reps on the NStep Programme. This programme was launched in 2016 by the HEA, QQI and USI, and applies the best principles of student engagement to enhance and enrich the College's interactions with our Class Reps. Early in the Academic year, your lecturer will look for a nominated class rep from each class. These will then partake in NStep training and be invited to sit on the Student Council.

### 8.3 Student Council

The DBS Student Council welcomes all students appointed or elected to the role of Class Representative, Peer Mentors, Sports Clubs & Society leaders and members of the Students Union. The Council acts as a platform for two-way communication between the college and the student body. Students who represent the Student Council are made aware that they are responsible for collecting feedback from the student body and notifying the college on any specific issues that arise throughout the term.

### 8.4 Student Entertainment

The Student Experience Team, in conjunction with our Student Union and Societies, organises a full and varied schedule of social and cultural events throughout the year. From Freshers week in September, RAG week, weekly film screenings, cultural excursions and day trips, and the Student Awards in May, there is something for everyone. We also celebrate important cultural and national events such as Holi, Chinese New Year, Eid, St Patrick's Day, 4th July and other National Holidays.

### 8.5 Social

College Life is about much more than just education. Through our broad range of clubs and societies, our students get to enjoy the full student experience, which extends beyond lectures and exams. The DBS Campus is Dublin City Centre, and we use all of the extra-curricular and recreational opportunities that our unique location offers. DBS recognises that clubs and societies are key to enhancing and enriching a student's experience while in college. We, therefore, encourage all of our

students to get involved. Besides doing something that they love and enjoy, they will meet new friends with similar interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

### **8.6 Societies**

All Society Officers take part in a comprehensive training programme which covers areas such as leadership, event management, teamwork and conflict resolution. They feed into a strong support network, led by the Student Experience Team in partnership with Student Union Officers. On successful completion of their tenure, the leaders receive a digital badge which gives official recognition and can be displayed on their LinkedIn profile. The College has over 50 societies across different interests, activity-based, special interests, religions, International and cultural and volunteering and social.

### **8.7 IT Helpdesk**

Support will be provided by the DBS administrative, facilities and IT support services. IT can be contacted for support by logging a ticket on Moodle.

### **8.8 DBS Library**

Multiple supports can be accessed through the library. Multiple support classes are available. To see the range of support classes available, or to book a support class please visit the library page:

[https://libguides.dbs.ie/Academic\\_Support](https://libguides.dbs.ie/Academic_Support)

## Section 9 My Health and Wellbeing

### 9.1 Counselling Services

DBS offers a free confidential counselling service for all students. This is provided through our counselling partners, MyMind.ie, ensuring confidentiality and a guaranteed appointment with a counsellor within 72 hours. Since COVID-19 these are all provided via on-line and video link services.

In order to access counselling please email the [Student Welfare Officer](#) who will arrange to meet with you and discuss your needs in a sympathetic and confidential manner.

### 9.2 Disability and Inclusion

DBS have a dedicated Disability and Inclusion Officer who works closely with other areas of the college including Faculty, the Library, and Exams to ensure that any student's special needs are catered for.

The purpose of the Disability Supports Service is to ensure that programmes and facilities are accessible to students with disabilities, long-term medical conditions, and long-term mental health conditions. The Disability Supports Service aims to provide support for these students to assist in their achievement of educational goals. Eligible students should register with the Disability Supports Service to ensure they receive the appropriate assistance during their studies.

We encourage you to register with the [Disability Supports Office](#) as early as possible in order to avail of support and accommodations. We recommend that:

- Students should contact the Disability and Inclusion Officer to make an appointment to discuss their requirements.
- Students must produce a professional assessment of their disability or medical certification of their condition.
- The Disability and Inclusion Officer will put in place the required accommodations.
- Students may liaise with the Disability and Inclusion Officer throughout their time in DBS.

All students who register with the Disability Supports Office are entitled to double the allowance and double the loan period of Library material. Students may also avail of a one-to-one session with the Information Skills Librarian on how to find, evaluate, cite and reference information.

### 9.3 Student Well-Being Programme

The student Calendar focuses on Health and Welfare early in the College Year, with themed weeks on Mental Well-being, Disability Awareness, and Consent, within the first five weeks of College. These weeks specifically make incoming students aware of the support that they have, both at an institutional and peer level. DBS facilitates regular student well-being and mental health workshops in conjunction with Jigsaw, The National Centre for Youth Mental Health. These are compulsory for all student officers, and club and society officers, and are open to all other students. We also run regular dyslexia workshops which are always excellently attended.



#### 9.4 The Student Engagement and Success Unit

Dublin Business School (DBS) welcomes and supports all new entrants in their transition to third-level education. As part of this commitment, DBS has established a Student Engagement and Success Unit (SESU), which aims to help all new students at DBS transition successfully into Higher Education. Starting the first year of college is a transition in everyone's life. SESU is there to help learners make this transition, so if learners are having difficulty settling into college or simply making a start in their programme, SESU is there to help.

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 2022/23. These include SESU Drop-in sessions – Tea & Talk, SESU Workshops for Numerical Skills, Academic Writing & IT Skills as well as Research skills & referencing delivered by our Award-Winning Library Team. Our Peer Mentor Programme also provides peer support across all programmes throughout the academic year.

There may be times when learners will need support and assistance with their studies or with personal issues and SESU is there to help.

SESU also keeps abreast of developments in the field of student engagement, curriculum design, policy, writing and teaching learning and assessment.

## Section 10 Conclusion

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

Enjoy your time at DBS!