



Higher Diploma in Business in Project Management Level 8, 60 ECTS

Programme 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 Academic Director

I am delighted to know that you have chosen to come to DBS to complete the next stage of your education. We offer you a very warm welcome with a sincere wish that your stay here will be enjoyable and rewarding, and that you will participate in both the social and academic life of your college.

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. If there are unanswered questions or issues, please contact me or the Academic Administrator (contact details can be found below).

Thanks to those of you who attended the induction programme, I do hope it was helpful to you, and it was an early opportunity for me to meet you and you to meet with other students on the same programme.

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 a brief 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 detailed as follows: **firstname.lastname@dbs.ie**

Module Stage	Module Title	Lecturer(s) *subject to change
1	Creating an Environment for Successful Projects	Tanya Zubrzycki
2	Project Feasibility and Planning	Paul Taaffe
3	Communication in Project Leadership and Team Development	Aisling Duhý
4	Project Management IT Essentials	Charles Nwankire
5	Project Execution	TBC
6	Project Monitoring, Control and Evaluation	Tanya Zubrzycki
7	Delivering Change and Innovation	Aisling Duhý
8	Project Management Simulation	Shaun Hayden

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 Programme aims and objectives

The Higher Diploma in Business in Project Management provides the practical knowledge and skills in the area of project management for learners who wish to upskill or re-skill in this area. As a transversal skill, project management is not related to any one discipline but is useful across a variety of disciplines. Learners on the graduate conversion programme will benefit from foundational knowledge and skills fundamental to project management in developing projects, understanding the planning, execution, monitoring, control and closure of projects as well as gaining applied skills in IT and the collaborative online tools available to support project management. In addition, learners will benefit from understanding how to manage stakeholders and build stakeholder relationships, understand the vital role that change, innovation have in projects and the importance of leadership and communication in team development and project delivery.

The Higher Diploma in Business in Project Management is a one-year full-time (two semesters) or eighteen months part-time programme (three semesters) programme providing foundational project management skills that will enable learners to acquire a range of project-related skills necessary in today's competitive and evolving market. The programme aims to provide a holistic and dynamic project management education that will enable learners to develop practical knowledge and skills in project management and understand how to deal with project management challenges and manage and build stakeholder relationships. The programme is designed as a conversion course for graduates who wish to add to their previous learning and experience and acquire project management skills to avail of future employment or further education opportunities.

The programme will be delivered in an innovative and flexible manner, consisting of lectures, workshops, group work, presentations, blended learning and guest speakers from industry and academia. The programme is aimed at learners who seek an underpinning in key project management theories and concepts as well as project management processes, tools, techniques, and skills. The programme engenders an awareness of the importance of transferable and cross-enterprise skills and graduates will be able to apply these skills to a range of contexts.

The programme comprises a range of core modules: *Creating an Environment for Successful Projects, Project Feasibility and Planning, Communication in Project Leadership & Team Development, Project Management IT Essentials, Project Execution, Project Monitoring, Control and Evaluation, and Delivering Change and Innovation*. There are no elective options on this programme. The modules reflect the modern working environment in which knowledge and understanding project management have become valuable, and in many cases, essential attributes. The modules reflect the requirements of an interdisciplinary workplace and the necessary transversal skills required 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 in Project Management will develop project acumen through formative and summative assessments, which capture the resilience and agility required of graduates in undertaking projects in contemporary and diverse environments. The need and relevance of project management is embedded in each module delivery and assessment, and the learner will see how and why best practice project management approaches, tools and techniques ensure integration, communication, profitability, sustainability, relevance, and growth.

The programme enables learners to upskill and/or re-skill and in so doing enhance their career and professional prospects and /or further business postgraduate studies.

The specific programme objectives are to:

1. Equip learners with an understanding of the theory and principles underlying the role and management of projects.
2. Advance learners with sufficient expertise in the core aspects of project management, and an awareness of key issues.
3. Relate project management principles, concepts, and theories to a wide range of business and industry settings.
4. Have a solid understanding of the main frameworks, methodologies, tools, and techniques of project management.
5. Understand the various roles and functions of projects within the wider professional, social, economic, and cultural environment.
6. Develop learners' capacity to initiate, plan, implement, monitor, control, and close projects and understand the importance of knowledge transfer and legacy management strategies.
7. Develop a range of key interpersonal skills, characteristics, and attitudes to learners to work professionally, individually and within a project team.
8. Cultivate in learners a range of key skills, personal qualities, and attitudes essential to support progression to a career in business and project management or to further academic study.

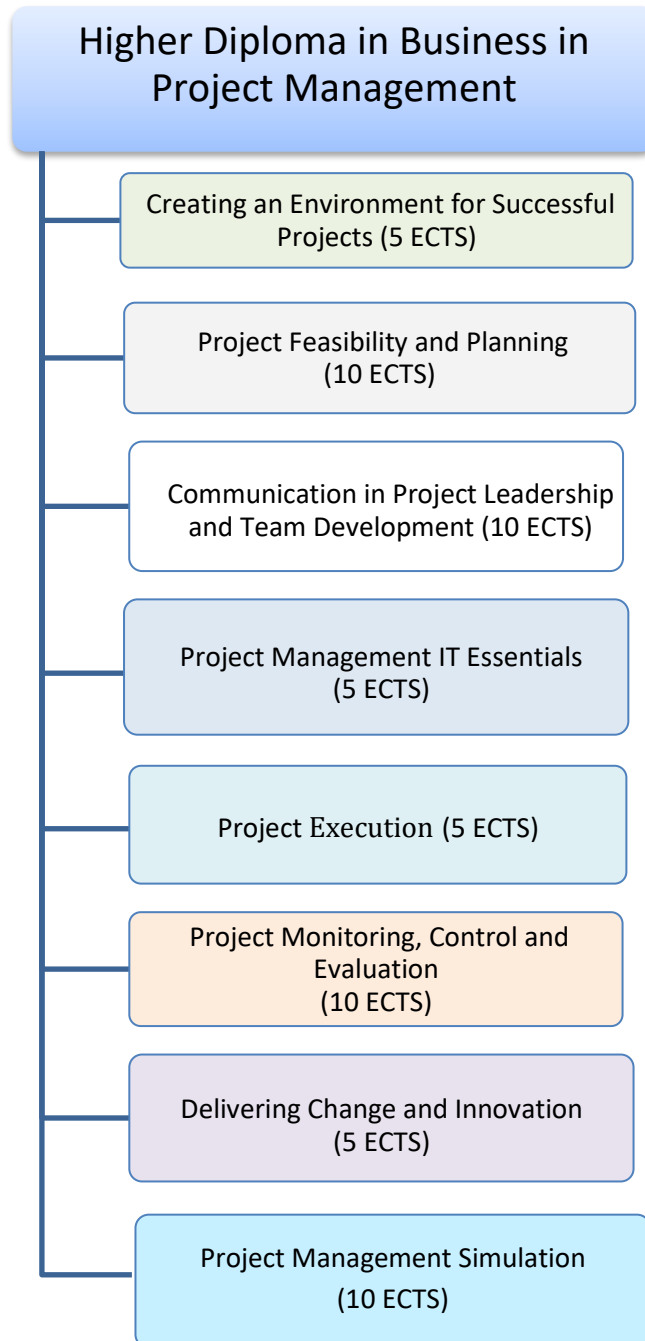
Overall, the programme aims to create in learners a solid understanding of core project management frameworks, tools, and techniques, while also enhancing learners' capability and application of transversal skills to ensure the success of graduates in the working environment.

2.2 Programme learning outcomes

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

MIPLO	Learning Outcomes
MIPLO1	Demonstrate knowledge of key frameworks and methodologies relating to project management, distinguishing the key phases.
MIPLO2	Appraise the role of projects within the wider professional, social, economic, and cultural environment.
MIPLO3	Distinguish strategies for project leadership and communication with project stakeholders.
MIPLO4	Apply the key phases of project management (initiation, planning, implementation, monitoring, control, and closure), and appraise related challenges and issues.
MIPLO5	Select and effectively utilise project management tools and technologies for planning and implementation.
MIPLO6	Review the role of innovation and change in the project environment.
MIPLO7	Evaluate the project management lifecycle highlighting the role of ethics and good governance in the management of projects.
MIPLO8	Demonstrate an ability for personal and professional development, advancing transferable skills in variable and non-familiar contexts.

2.3 Programme Structure



2.4 Other Relevant Programme Information

Programme and module synopsis

The programme aims to provide an integrated, balanced, and dynamic project related business education to enable the learner to develop the theoretical knowledge and practical skills to evaluate, plan, and implement strategic project-based solutions to business opportunities and challenges and generate valuable business insights.

Module-level outline

Stage label	Module title	ECTS	Module synopsis
Award	Creating an Environment for Successful Projects	5	<p>This module is a foundational module upon which others are built and introduces learners from any discipline to the project management lifecycle. It helps learners understand how to create successful environments for projects and provides an overview of the type of environments that successful projects can thrive in.</p> <p>This module provides an overview of the project management phases and supports learners in understanding the phases of the project lifecycle. In addition, this module highlights the main frameworks and approaches available to manage projects.</p> <p>This module reflects the increasingly multi-disciplinary subject of project management and the importance and role of projects in wider professional, socio-economic and cultural life through the review of project management case studies as part of project teams throughout the learning journey.</p>
Award	Project Feasibility and Planning	10	<p>This module guides learners through the project initiation (feasibility and planning) phase of the project. It focuses on the importance of assessing the feasibility of the project along with the importance of scoping and assessing project resources (human, physical, financial). This module emphasises how feasibility analysis along with accurate and informed planning are fundamental to effective project management.</p> <p>This module highlights the importance of assessing who the project team is, what the deliverables are, the context in which they sit, along with external factors, the outputs internally and externally, and the management of human, physical and financial resources. It also highlights for learners the key important resource of time. It provides learners with awareness of the key tools and techniques necessary for effective project planning (communications plan, human resource plan, financial plan, risk plan etc.) and the justification for the business case of the project.</p> <p>The module introduces learners from any discipline to the area of Scope and Feasibility analysis through the lens of creating a practical Business Plan for a company aiming to expand its operations in some way.</p>
Award	Communication in Project Leadership	10	<p>This module examines communication in project leadership as well as team development necessary to form and lead an effective project team. In this module, learners will develop an understanding of core</p>

Stage label	Module title	ECTS	Module synopsis
	and Team Development		<p>leadership theories as well as practical communication and leadership skills. The learner will gain knowledge of leadership styles within a variety of project contexts.</p> <p>The module will equip the learner with the necessary skills to effectively manage and lead and ultimately achieve project performance goals and objectives through ethical leadership. The module introduces key tools and techniques for effective negotiation with project stakeholders and examines how to build, nurture and maintain the stakeholder relationships. The module will explore the project environment from a communications perspective in order for each student to develop as a project manager. This is key to which element of project leadership success. The nature of project team dynamics, the challenges of making effective decisions is a learning curve and as we develop our leadership and communication style with experience.</p> <p>The module will bring us into the frequently hidden and emotional layers of project life and focus on how you as the project manager can navigate and thrive in this challenging space to ensure project success. This module will help each learner develop the confidence needed to be challenged in various project management scenarios.</p>
Award	Project Management IT Essentials	5	<p>This module introduces learners to the fundamental concepts of computing and related technologies in today's Project Management environment. Learners focus upon the basic and essential issues surrounding the world of computing through a balance of theory and applied learning. Learners will develop practical skills in databases, spreadsheets and web technologies. Learners will also contextualise the role of computer technologies in the evolution of business systems, and the legal and ethical issues that have emerged through this process.</p> <p>The module provides learners with practical skills and techniques to complement the knowledge of basic project management they will acquire on the programme. The module covers a range of knowledge areas in contemporary project management practice and is heavily geared towards a practical element of learning by doing.</p> <p>The module will develop applied project management IT skills and improve competency in project management informational technology skills and enable the learner to transfer these learnings to real-life project management settings.</p>
Award	Project Execution	5	<p>Project management is a complex, multi-step and collaborative process that can be supported by different IT tools. Building on Module 4, Project Management IT Essentials, this module will analyse in more depth the planning and execution phases and familiarise the learner with a selection of IT tools used in by project managers throughout various organisations and industries, such as planning and execution tools, collaborative list-making tools, and project quality management tools.</p>

Stage label	Module title	ECTS	Module synopsis
Award	Project Monitoring, Control and Evaluation	10	The understanding of the use of these tools and their functions in this module builds on what is covered in the first semester and allows the learners to develop the appropriate skills and mind-set for effective and efficient project management. The module brings together aspects of previous modules studied on the programme. Learners will focus on managing projects throughout the project lifecycle which focuses on a key element of the project's success which is control, for example, budget control and risk control. Various project management templates will be reviewed with students having an opportunity to apply project management best practices, review case studies and draw to conclusion to what ultimately makes a successful project.
Award	Delivering Change and Innovation	5	This module aims to raise awareness of the criticality of being able to proactively anticipate, lead and respond to change. This crucial skill set applies equally to start-up / challenger / disruptor players and to established operators. The module seeks to explore the cultural success factors for a firm, as well as the personal/behavioural characteristics required to lead successfully. The module allows the learners to acquire the skills necessary to deal with change through a systematic and organised approach in the context of a constantly evolving business environment. This module will enhance learners' creative confidence in adapting to change in a project- in-business setting. Learners will explore different tools and techniques that will strengthen their business acumen, fostering a culture of innovation within a business. Outside the classroom, students will be expected to add to and build upon the material covered in class, by researching and applying other relevant materials. This makes up a key component of the overall learning structure to be applied on the programme.
Award	Project Management Simulation	10	This module aims to enable learners to consolidate their knowledge and skills in the completion of a capstone module which synthesises the students learning in a research-led piece of work. Learners will be asked to develop a project proposal using closely guided research, and to take this project proposal through the distinct phases of project management. The Project Management Simulation will represent the culmination and synthesis of the theories and learning of project management phases, tools and techniques acquired over the duration of the programme.

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

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, a tutorial, 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 Programme Administrator or Module Leader.

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 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. Information in relation to this will be on your Moodle page and in your Module and Assessment Guides.

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

Contact hours per module average 2 per week for the full-time delivery, and 1.5 per week for the part-time delivery. Live online class contact hours can vary per cohort and can be 2 hours per week for the full-time delivery per module, and 1hr per week, per module, for the part-time delivery. Asynchronous resources are equivalent for both cohorts.

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 Programme Teaching, Learning and Assessment Strategy and have ensured alignment between teaching, assessment mechanisms and that there is clear alignment with the module learning outcomes. This has been fed forward into a cohesive programme teaching, learning and assessment strategy that uses asynchronous content with in-built reflective knowledge checks when conveying theories, issues, models and frameworks. This on demand prescriptive content offers the learner the opportunity to reflect on, what can be, quite complicated concepts and revisit the learning in their own time. The use of online asynchronous discussion boards as directed e-learning allows learners to reflect and reconsider points of interest before commenting in response to the lecturer's question. The discussion forums are also valuable mechanisms to capture peer feedback through measured and considered comments. Live online tutorials are used to continue and deepen the discussion of the theories and concepts in an interactive facilitated approach. In this manner, online tutorials are akin to online meetings, which are increasingly becoming standard practice for communicating, planning and decision making in the workplace.

DBS has a history of offering blended non accredited programmes and, as a result, has built up a capacity and expertise in online development and delivery. This expertise is reflected in clearly defined procedures that are in line with DBS's Policy on Blended Learning and a training and support programme that reflects QQI's Blended Learning Guidelines 3.1.3 relating to the appointment, induction, training, professional development and appraisal arrangements for teaching and support staff being appropriate and specific to blended and online learning.

Face-to-face workshops and labs allow for more practical and instructional approaches to learning, such as group exercises, debates, presentations and industry guest speakers, as are required by the learning outcomes. Industry guest speakers are a core feature of a number of DBS programmes. With this Higher Diploma, lecturers will be drawing guest speakers from all the discipline-based industry engagement boards in DBS to illustrate how project management cuts across a number of industry sectors. These face-to-face activities also offer continued opportunities for formative assessment and feedback from both peers and lecturers. Similarly, appropriate lab time is set aside for the practical instructional learning required to grasp the skills and techniques of the more technical modules, such as Project Management IT Essentials and Project Execution. Whether online or face-to-face, the learning is supported with directed e-learning activities and objects, where the lecturer can prescriptively guide the learners' contextualisation of the learning using work-based scenarios and case studies.

Reflective learning, peer-to-peer learning, and participation during classes is expected. Reflective learning stimulates a critical thinking process which is key to managing projects, learning from each other and documenting lessons learned while project teamwork is an essential element for successful delivery of projects. Presentations are also used to stimulate learners' active and self-managed

learning and presentation techniques. These are proven to improve students' learning performance and their perceptions of the quality of their learning experience. Whilst teamwork helps improve learners' overall level of self-awareness of working in groups and their ability to diagnose and improve on any challenges that arise as working as part of a team.

Outside the classroom, students will be expected to add to and build upon the material covered in class, by researching and applying other relevant materials. This makes up a key component of the overall learning structure to be applied on the programme. In addition, in-class participation, class discussion, on-the-spot stand up presentations and idea sharing will make up a core component of this module. Peer and reflective learning will form an overall basis of the programme.

The programme is designed with the Project Simulation module as an integrated learning opportunity as this capstone module, provides an opportunity for the learning and applied knowledge accrued across the course of the programme as a grounding for this assessment. In this way they form the basis for the Project Simulation. This assessment has been designed to enable learners to delve in-depth into each of the phases of project management and relate these to a project idea of choice. This is the summative capstone assessment of this programme and learners are required to capture learning from each of the modules in this programme and synthesise these in this assignment.

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity. Assessment types will include practical, continual assessment, reports, group activities and exams.

In-class and lab-based teaching will focus on the learner applying critical thinking skills to existing programme material. Skills will be developed through a variety of mechanisms, for example:

- Integrated tutorials with industry engagement
- Problem-based learning exercises with trade practitioners
- Co-delivering and guest lecturing on focussed syllabus content
- Application workshop sessions, diagnostic and troubleshooting skills
- Case study analysis, review, critiquing – reflective learning and writing skills

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 assessments. 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 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 complete the required number of questions in an exam.
- Practice writing out answers for end -of term exams by doing [previous papers](#), in particular handwriting 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 [Disability Officer](#) well in advance of any assessment or exam date alterations.

3.2 Assessment Schedule

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

Module Name	ECTS	CA Component Breakdown	CA %
Creating an Environment for Successful Projects	5	Project Lifecycle Key Phases based on case study (groups of three max, individual contribution assessed) Presentation (Groups of three max) Reflective Learning (individual)	50% 40% 10%
Project Feasibility and Planning	10	Project Development Plan (group) Project Development Plan Presentation (groups) Reflective Learning (individual)	60% 30% 10%
Communication in Project Leadership and Team Development	10	Applied Leadership theory in practice report (individual) Individual Reflective journal and report* *Cross assessment with Module 1	50% 50%
Project Management IT Essentials	5	Practical software lab assignment (individual) Case Study (individual)	50% 50%
Project Execution	5	Practical Lab Exam (individual) Continuous Assessment: Quality Management Summary (group) Presentation (group)	50% 30% 20%
Project Monitoring, Control and Evaluation	10	CA (GASTA Presentation) (individual) Project (Case Study) (group of three max) Reflective Learning (individual)	40% 50% 10%

Module Name	ECTS	CA Component Breakdown	CA %
Delivering Change and Innovation	5	Report and Presentation (group)	50%
		Report and Presentation (individual)	50%
Project Management Simulation	10	Individual Project Management Simulation (group and individual) a) Group Plan, 60% b) Presentation, 20% CA 2 Reflective Learning, twenty%	100%

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 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.

Semester 1												
Module	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk10	Wk11	Wk12
Creating an Environment for Successful Projects												
Project Feasibility and Planning												
Communication in Project Leadership and Team Development												
Project Management IT Essentials												
Semester 2												
Module	Wk 13	Wk 14	Wk 15	Wk 16	Wk 17	Wk 18	Wk 19	Wk 20	Wk 21	Wk 22	Wk 23	Wk 24
Project Execution												
Project Monitoring, Control and Evaluation												
Delivering Change and Innovation												
Project Management Simulation												

3.3 Reassessment

Reassessment strategy detail is located in the module and assessment guides. It 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

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 accepted 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 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 Academic Administrator.
 - 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 Academic Administrator.
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 are available at Reception desks. Once registered, a learner should use the calendar in their student email account for personal timetables. If you have any problem with your timetable or require technical support, please log a ticket at servicedesk.dbs.ie

Timetables can be synced with mobile devices, see <https://www.dbs.ie/about-dbs/news-and-events/2018/05/17/dublin-business-school-moodle-app> for more information.

- . www.dbs.ie
- . <https://elearning.dbs.ie/> (Moodle)
- . www.mydbs.ie (student email)
- . tts.dbs.ie for generic timetables
- . <https://library.dbs.ie/>
- . Lorls.dbs.ie (to access your reading list online)
- . esource.dbs.ie (repository of student and faculty research)
- . servicedesk.dbs.ie (to log support queries or issues)
- . Moodle App available for download (Play Store and iTunes): <https://elearning.dbs.ie/>



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/qah>.

5.1 Key Assessment Regulations

**Quality Assurance Handbook –
Key Assessment & Regulations Reminders**

<p>LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3) 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>PMCs (QAH B.4.3) 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>	<div style="background-color: #4a7ebb; color: white; border-radius: 50%; padding: 10px; margin-bottom: 5px; font-weight: bold;">PMC FORM</div> <div style="background-color: #e67e22; color: white; border-radius: 50%; padding: 10px; font-weight: bold;">LEARNER SUPPORTS</div>
<p>CAPPED MODULE GRADES (QAH 5.5.3) 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%.</p> <p>If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.</p>	<div style="background-color: #4a7ebb; color: white; padding: 20px; border-radius: 50%; font-size: 2em; font-weight: bold;">Quality Assurance Handbook</div> <p>(2019)</p>	<p>LATE SUBMISSION PENALTY (QAH B.5.4) 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.</p>
<p>ACADEMIC INTEGRITY (QAH B.3.3) 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>	<div style="background-color: #4a7ebb; color: white; border-radius: 50%; padding: 10px; font-weight: bold;">LIBRARY SUPPORT - REFERENCING</div>	<p>ASSESSMENT EXTENSION REQUEST FORM</p>
<p>ACADEMIC INTEGRITY (QAH B.3.3) 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>APPEALS (QAH B.3.5) 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.</p>	<div style="background-color: #4a7ebb; color: white; border-radius: 50%; padding: 10px; font-weight: bold;">APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS</div>



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 lecture 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

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!