Master of Science in Management Practice
Level 9, 90 ECTS

Programme Handbook

2023/ 2024

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 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

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

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

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

I look after the undergraduate programmes which include the BA (Hons) in Business and the postgraduate programmes, the MSc in Marketing, and the MSc in Digital Marketing. I work closely with your Academic Administrator and your lecturers. Some examples of areas that I can assist with include:

- Academic planning and choices
- Navigating Moodle
- Assignments and Examinations
- Decisions around stream choices.

Your student portal is also a one stop shop for accessing your email, timetables and more. I would like to note the DBS email assigned to you. It is important that you correspond with DBS staff using this email only. We will send a number of important communications to this email during your studies. This information and more, is available in your Student Handbook, which can be accessed via https://students.dbs.ie/academicoperations.

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive via Moodle. We hope you enjoy your time with us here in DBS and look forward to helping you during your learning journey. I am here to help you with the academic side of your programme from now until you graduate, and beyond.

Please do not hesitate to contact me on rita.day@dbs.ie if you have any questions.
Best wishes to you all for a great year!

Rita

Dr Rita Day
Academic Director - Business, Law, and Marketing

1.1 Programme Administration

If you have any questions or concerns about any aspect of your course, or a problem relating to any aspect of your time here at DBS you should contact your Programme Coordinator or Programme Level Manager. 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 work to ensure all programmes developed and run are of a high academic standard.

- **Programme Coordinator**

  Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.

- **Programme Level Manager**

  The Programme Level Manager role is responsible for a programme level view of teaching, learning and assessment ensuring learners are provided with appropriate support and timely and constructive guidance/feedback for academic development. Programme Level Manager is a direct point of contact for students.

- **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
Programme Coordinator	Beatriz Lazzari	academicoperations@dbs.ie
Programme Level Manager	Ray Whelan	ray.whelan@dbs.ie
Assistant Academic Director	Tanya Zubrzycki	tanya.zubrzycki@dbs.ie

1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: firstname.lastname@dbs.ie

This is an indicative list and is subject to change.

Module Stage	Module Title	Lecturer(s) *subject to change
Award	Global Issues for Management	Vincent Hunt
Award	Leading Change and Innovation	Ray Whelan
Award	Managerial Financial Analysis	TBD
Award	Marketing Analysis	Shaun Hayden
Award	Human Capital Management and Organisational Behaviour	David Wallace
Award	Research Methods	Tanya Zubrzycki
Award	Management Practice Seminar Series	Juan Fravega
Award	Information Systems and Project Management	Obinna Izima
Award	Dynamic Leadership Development	Keelin Lee
Award	Applied Strategic Management	Ray Whelan
Award	Dissertation/Applied Research Project	Andrew Browne

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 Master of Science in Management Practice aims to provide you with the knowledge, skills, and research capability to critically analyse, implement and evaluate management concepts and techniques in order to generate valuable insights and enhanced judgement at all levels of the organisation. It covers a wide range of relevant topics and focuses on core areas of strategy, change management, human resource management, financial reporting and effective leadership, while also offering applied practical skills in contemporary topics, such as leading innovation and change, global issues for management, project management, human capital management and organisational performance. This knowledge and skills will provide you with enhanced capacity to evaluate, instigate and implement enhanced management practice in order to generate valuable business insights. These insights will inform strategic business decisions designed to increase productivity, profitability and an organisation's value and market share.

This programme is built for learners who want to successfully manage in any applied professional business context assisting with strategic business decisions and increasing productivity, profitability, and organisational value. It has been designed for those who wish to specialise in the field of management with a view to entering industry or moving to a management level. The programme is constructed as a one year full-time or two years part-time programme of ten taught modules of 65 ECTS and a dissertation or applied research project option of 25 ECTS. Learners who complete the full Master of Science in Management Practice programme will also develop and enhance their research capability through critical enquiry and detailed analytical problem solving. Within the programme, is an embedded award of the Postgraduate Diploma in Management Practice which comprises nine taught modules totalling 60 ECTS for those who require an exit award.

The programme objectives are to allow learners to:

1. Gain an understanding of the national and international context within which their organisations function.
2. Think strategically.
3. Appreciate the strategic power of information.
4. See the value of personal reflective learning to be a better manager.
5. Understand how managed teamwork and collaborative working benefits organisations.
6. Gain an understanding of the importance of financial analysis and reporting.
7. Develop an entrepreneurial mind-set that can be applied in any business or management context.
8. Perceive the implications of change in an organisation and their role in managing change.
9. See the difference between management and leadership and the attributes of both.
10. Appreciate the value of a project management approach.
11. Develop research skills and apply theoretical knowledge to work based problems.

Overall, the programme aims to create in learners a critical understanding of management as practice, while also enhancing the research capability and practical management skills of the learners.

2.2 Programme Learning Outcomes

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

MIPLOs	Learning Outcomes
MIPLO1	Demonstrate a critical understanding of the theoretical approaches upon which modern management is founded.
MIPLO2	Critically appraise and respond to the increasingly volatile and dynamic global context within which organisations function.
MIPLO3	Critically evaluate innovative processes and techniques to manage change.
MIPLO4	Show mastery of existing and emerging skills that are applicable in a management environment.
MIPLO5	Devise effective technical and nontechnical solutions to a range of management issues.
MIPLO6	Lead and take responsibility for collaborative activity to tackle everyday organisational issues.
MIPLO7	Self-reflect to evaluate personal professional development in response to changes in management approaches.
MIPLO8	Explore issues that affect the formulation and management of organisational strategy.
MIPLO9	Respond ethically and informatively to unpredictable and accepted organisational behaviours.
MIPL10	Utilise advanced research skills for collecting, analysing, synthesising, and summarising data.

2.3 Programme Structure

Semester one lays the groundwork for the programme. This semester encompasses foundational modules such as Global Issues for Management, Managerial Financial Analysis, Leading Change and Innovation and focuses on providing a solid and comprehensive understanding of the relevant concepts, such as a proficiency in the use of theoretical models in real life practice and the interpretation of financial statements in order to make better business decisions.

Semester two builds on this by covering modules in which the knowledge, understanding and skills acquired in the first semester can be employed. Further leadership skills are covered, specifically from a personal development perspective, including Information Systems and project management and applied strategic management provide key skills for enabling the execution of strategic management and change.

For learners completing the full Masters programme (as opposed to those exiting with the Postgraduate Diploma) the third semester provides a special focus on synthesising learning from previous modules in a capstone research project focused on critical enquiry and creative problem solving. Taken together these skills will enable graduates to secure job positions in industry in the field of general management and other related positions.

Your goal is to achieve 90 credits and to achieve the best award classification possible.

Semester One (ECTS)*
- Global Issues for Management (5)
- Leading Change and Innovation (5)
- Managerial Financial Analysis (5)
- Marketing Analysis (5)
- Human Capital Management and Organisational Behaviour (10)

Semester Two (ECTS) *
- Research Methods (5)
- Management Practice Seminars (5)
- Information Systems and Project Management (10)
- Dynamic Leadership Development (5)
- Applied Strategic Management (10)

*This is subject to change for intakes other than September

The embedded award, Postgraduate Diploma in Science in Management Practice, comprises three modules totalling 40 ECTS and six modules of 5 ECTS. Total credits for the programme are 60 ECTS which do not include Research Methods module (5 ECTS) nor the capstone Dissertation/ Applied Research Project (25 ECTS).

2.4 Other Relevant Programme Information

Module Level

Stage label	Module title	ECTS	Module synopsis
Award	Global Issues for Management	5	This module will equip learners with the knowledge and skills to take a holistic, environmental, analytical and critical approach to major issues in the management of organisations in a global context. The module will involve detailed evaluative studies of the modern international business context to provide learners with knowledge of the complexities of cross-cultural management and the skills to produce academic and business relevant reports on issues in the international business environment.
Award	Leading Change and Innovation	5	This module aims to inculcate an awareness of the criticality for those in management 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 poses twin challenges to learners. The first is collaboratively to research and analyse major change forces [e.g. Fintech]. The second is to craft an innovation proposal of their own.
Award	Managerial Financial Analysis	5	The module provides the learner with the knowledge, skills, concepts and tools necessary to understand, and respond to, the increasingly complex, volatile and dynamic financial world. The module will provide a financial decision-making platform for business managers. This module will enable participants to develop a knowledge and understanding of the implications of financial information and an ability to apply this information to practical management scenarios.
Award	Marketing Analysis	5	Marketing analysis leads to marketing insights. Students in this module will develop a marketing mind-set. Learners will apply marketing tools to evaluate case study situations in which companies are challenged. The objective of this module is to analyse a wide variety of companies across a variety of sectors in various countries related to main marketing topics. Students are encouraged to use the PRIMEFACT/ICEDRIPS models in order to present their SWOT analysis in order to present their marketing recommendations. Learners will present individually every week and are all encouraged to participate actively in discussions in class.
Award	Human Capital Management and Organisational Behaviour	10	This module explores the critical changing context of human capital management and organisational behaviour, this interpretative module explores key concepts in human capital management and staff development. The module reflects all- important HR responsibilities within an ever changing organisational context, the deployment,

Stage label	Module title	ECTS	Module synopsis
			development, motivation and reward of employees representing core HR and OB activities.
Award	Research Methods	5	This module seeks to develop the learner's knowledge and understanding of the processes underpinning formal research. It provides coverage of research philosophies, strategies, designs, sampling, methods of data collection, while highlighting the ethical implications of, and the need for rigour in, masters' level research. Qualitative and quantitative data analysis techniques will be explored, equipping learners with the requisite skills to plan, investigate, analyse and present data using various qualitative and quantitative research methodologies. Research idea generation and research- 54 refinement techniques form the basis of the process. Related to this are activities in formulating a literature review relevant to the chosen research question and topic. A key assessment component of the module is an appropriate and effective research proposal.
Award	Management Practice Seminars	5	Management Practice Seminars Series provides learners with the opportunity to develop the competencies of managing performance, emotional intelligence, conflict resolution etc. required for future careers of successful managers and leaders. Learners will apply theoretical methods to key management areas and demonstrate complex operational/ industrial problems and solutions across a broad range of management areas. This module has specific emphasises on the key areas of Marketing Analysis, Human Capital Management and Organisational Behaviour, Leading Change and Innovation, Information Systems and Project Management, Strategic Management and Leadership, Managerial Financial Analysis delivered by industry experts using workshops and event simulation. Learners will learn the theoretical underpinnings of the methods and the range of applications for which they are useful. Learners will gain practical experience in problem solving by industry workshops and seminars. Particular emphasis is placed on reflective and critical thinking, collaborating, creating and sharing knowledge and dealing with complexity.
Award	Information Systems and Project Management	10	This module aims to give the students a strong practical and theoretical underpinning in the field of Information Systems and Project Management. It is specifically designed to help students to further develop their understanding of project management and the many potential complex IS/IT management issues facing them in the contemporary organisation.

Stage label	Module title	ECTS	Module synopsis
Award	Dynamic Leadership Development	5	This module examines Dynamic Leadership Development within an organisation and within the vigorous and rigorous global business environment. Through this module, learners will develop a deep understanding of core leadership theories as well as practical skills, which develop leadership skills and an awareness of leadership styles within a variety of business contexts. The module equips the learner with the skills 53 necessary to enable them to manage and lead effectively and ultimately achieve organisational performance goals and objectives through ethical leadership. The module, through a critical lens, analyzes how dynamic leaders are an essential function of management specifically ensuring organisational sustainability and growth.
Award	Applied Strategic Management	10	The module will provide students with the awareness, knowledge, skills, concepts, and tools necessary to critically appraise and respond to the increasingly complex, global, volatile, and dynamic contexts in which organisational strategy formulation and implementation function today. Learners will engage in a detailed evaluative study of the applied nature of strategy content, and of applied strategic processes, in a variety or organisational/industry settings designed to enhance students' business research and problem-solving capabilities.
Award	Dissertation	25	Enable the learner to undertake a traditional, written, research focussed dissertation, applying key academic and methodological concepts and techniques to a research problem or issue. Learners will consolidate their knowledge, synthesize their learning and develop their critical capacities, applying key academic concepts, methods and tools to investigate, research and critically evaluate a research question or hypothesis. Under the guidance of their supervisor, learners will develop a 15,000 word traditional written thesis in sequenced chapters. Learners will also be expected to present and defend their work.
Award	Applied Research Project	25	This module aims to enable learners to consolidate their knowledge and skills in the completion of an industry research report and the preparation of an artefact. Learners will be able to produce a robust piece of industry research underpinned by academic theory, primary and secondary data collection and apply these skills in a coherent and industry-focused research report and artefact. The report will synthesize learning from other modules and combine both research and technical skills to investigate, design, produce and critically evaluate the solution put forward. Under the guidance of their supervisor, learners will develop a 10,000 word report under specific headings. Learners will also be expected to produce and demonstrate an artefact and present/ defend their work.

2.5 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L **modes** include:

Mode	Description
In-class	Where the lecturer and all the students are in the class
Live Online	Where the lecturer and all of the students are online at the same time
Hybrid	Where some of the students are online and some are in the class and the lecturer is either in-class or online
Pre-Recorded	Where the lecturer pre-records a session
On Demand	Where the lecturer has prepared teaching content or activities and made it available to you online for you to engage with at your own convenience

Examples of T&L **approaches** include:

Approach	Description
Lecture	Where the lecturer presents or talks about concepts, ideas, topics, or theories
Tutorial	Where the lecturer and students engage in a discussion
Workshop	Where the lecturer and students engage in activities either collectively or in groups
Lab Demonstrations	Where the lecturer or students demonstrate processes usually on a computer

Examples of T&L **activities** include:

Activity	Description
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.

2.6 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 9 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland.

Section 3 Assessment

3.1 Introduction to Assessment

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

It is important that you familiarise yourself with the format and number of assessments, assessment weighting, and due dates. These are published in the Module Guide which is available on Moodle. An Assessment Brief is also published for each individual piece of continuous assessment. This will give details on the format, weighting, and due date, as well as set out what task you are required to complete in the assignment. It also gives the marking scheme for each assignment, and you should use this to guide your completion of the assignment.

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator while the assessment process is overseen by External Examiners. 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.

3.2 Assessment Schedule

In order to ensure equity in effort for the awarding of ECTS across assessments the following guide has been applied to the word counts associated with each module.

	5 ECTS Modules	10 ECTS modules
Group	3000	2500
Group with presentation	2500	2000
Individual	2500	2000
Individual with presentation	2000	1500

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

Stage	Module	ECTS	Assessment	Word Count	Due Date
1	Global Issues for Management	5	Group Report 50%	3000	Week 9
1	Leading Change and Innovation	5	Group Report and Presentation 50%	2500	Week 12
			Individual Report & Presentation 50%	2000	Week 6
1	Managerial Financial Analysis	5	Group Report 50%	3000	Week 8
			In-class test 50%	n/a	Week 11
1	Marketing Analysis	5	Individual Report 50%	2500	Week 10
			Individual Oral Presentations 50%	n/a	Ongoing
1	Human Capital Management and Organisational Behaviour	10	Group Case study: 50% Exam: 50%	3000 words	Week 7
2	Information Systems and Project Management	10	Group Report with presentation 60%	4800	Week 7
			Individual Report 40%	3200	Week 12
2	Dynamic Leadership Development	5	Individual Report 100%	5000	Week 11
2	Applied Strategic Management	10	Group Strategy Consultancy Project 80%	8000	Week 10
			Presentation 20%	1500	Week 12
2	Management Practice Seminar Series	5	Individual analysis of management practice seminars. Reflection section included 50%	2500	Week 13
			Group analysis of a case study based on complex operational/ industrial problems. Reflective section included 50%	3000	Week 8
2	Research Methods	5	CA1 Online Knowledge Check Quizzes & Applied Learning Exercises: 20%	1500	Week 6
			CA2 Research Proposal Written (5,000 words): 80%	5000	Week 13
3	Dissertation	25	Individual 100%	15,000	Week 12
3	Applied Research Project	25	Individual 100%	10,000	Week 12

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.

Assessment Submission

Semester 1

Module	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Exam
Global Issues for Management									■				■
Leading Change and Innovation						■					■		
Managerial Financial Analysis								■			■		
Marketing Analysis										■			
Human Capital Management and Organisational Behaviour							■						■

Semester 2

Module	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13
Information Systems and Project Management							■					■	
Dynamic Leadership Development											■		
Applied Strategic Management										■		■	
Management Practice Seminar Series								■					■
Research Methods						■							■

Semester 3

Module	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Exam
Applied Research Project/Dissertation		■	■									■	

Recognising the importance of student workload, assignments are spread over the programme, where possible. Assessments are scheduled to cater intervals of non-assessment and the potential for extensions, where possible, which can arise throughout the academic year. Feedback will be delivered in a timely manner as directed by policies in the Quality Assurance Handbook.

Due to the nature of the assessment strategy adopted for the Master of Science Management Practice Programme, which contains a significant number of 100% CA modules, it has not always been possible to ensure an even spread and there are cases where learners will be submitting 2 assignments per week in some cases, in particular in Semester 2 of the programme. However, it should be noted that these assignments are continuously monitored and formatively assessed throughout the semester.

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 practicing handwriting or typing answers (as per the exam format) to ensure that you are equipped to set out your answers within the format of the exam.
- 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 Support well in advance of any assessment or exam dates.

3.3 Reassessment

Reassessment must assess the same learning outcomes as the prescribed assessment, and therefore all reassessments will conform in structure and subject matter to the original assessment, with the scope of group assessments being reduced as appropriate for individual assessment.

3.4 General Submission Requirements

1. All relevant provisions of the Assessment Regulations (*QAH* Part B Section 5) must be complied with, in addition to the requirements set out in the Assessment Brief:
   - Students are _required_ to refer to the assessment regulations in their Student Handbooks and in Part B Section 5 of the *Quality Assurance Handbook*.
2. Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly excepted by the lecturer). Assignments not submitted as instructed through Moodle will not be graded.
3. Online assignments must be submitted **no later than the stated deadline:**
   - Late submissions (up to 14 days) will receive the Late Submission penalty (see *QAH* Section B Part 5.4);
   - After 14 days, late submissions will be awarded **0%**.
4. Extensions to assignment submission deadlines will be not be granted, other than in exceptional circumstances:

- To apply for an extension please go to *https://students.dbs.ie/registrar-office/dbs-faq* and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Programme Coordinator;
- Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to the Helpdesk.

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 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 personalised timetables.

. 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)

If you have any problems with your timetable or require technical support, please log a ticket at servicedesk@dbs.ie.

Section 4 Academic Calendar

The Academic Calendars can be found on the DBS website.

It shows the term dates, as well as reading weeks, the Christmas break, and the exam session, including the repeat exams.

Section 5 DBS Regulations and Quality Assurance

The previous sections set out the structure and requirements of your programme with regard to modules, content and assessment. It is important that all learners are aware that there are College regulations, frameworks and requirements that all learners must adhere to as part of their study with us. The DBS Quality Assurance Handbook (QAH) sets out all DBS's policies relating to student matters, and this set of policies and procedures has been approved through a process with QQI. The QAH is kept under review and policies may be amended or added to address new and emerging issues.

The Quality Assurance Handbook is on the DBS Student website here and there is a link to it on every Moodle page under **Quick Links>Academic Policies & Procedures**.

The QAH is divided into sections to signpost you through it and help to identify the areas you may need to access. A list of the sections is given below. The QAH should be your first port of call if you have a question about College regulations, or require assistance with a matter such as an appeal or complaint, for example.

QAH Table of Contents

- A.1 Governance
- A.2 Overarching Policies
- B.1 Learner Admissions
- B.2 Learner Supports
- B.3 Learner Conduct, Appeals and Complaints
- B.4 Programme Participation
- B.5 Assessment Regulations
- B.6 Examination Boards and Award Classifications
- C.1 Learning and Teaching
- C.2 Programme Development and Review
- C.3 Transnational Collaborative and Joint Awards

5.1 Key Assessment Regulations

Quality Assurance Handbook –
Key Assessment & Regulations Reminders

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

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.

PMC FORM

LEARNER SUPPORTS

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%.

If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.

Quality Assurance Handbook
(2019)

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.

ASSESSMENT EXTENSION REQUEST FORM

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.

LIBRARY SUPPORT - REFERENCING

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.

APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS

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 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. The Learner Charter can be found in Quality Assurance Handbook, Part B, Section 3.1.

Section 7 My Career

7.1 Student Careers

The DBS Careers Team is 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 services can be accessed on DBS website. It is based in the Aungier Street DBS building behind reception, and the team can be contacted by email.

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 and Academic Hub. 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://libcal.dbs.ie/calendar?cid=-1&t=g&d=0000-00-00&cal=-1&inc=0

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 2023/24. 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!