Master of Business Administration

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 business 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 business will enhance your personal, academic, and professional development.

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

I look after the undergraduate programmes which include the BA (Hons) in Business and the postgraduate programmes, the MSc in Marketing, and the MSc in Management Practice. I work closely with your Programme Coordinator 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	Jezvin Little George	academicoperations@dbs.ie
Programme Level Manager	Ray Whelan	ray.whelan@dbs.ie
Assistant Academic Director	Tanya Zubrzycki	tanya.zubrzycki@dbs.ie

1.3 Other Contact Information

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

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

Section 2 Programme Details

2.1 Aims of the Programme

The MBA is a one year full-time, or two years part-time programme, that educates and provides you with the academic knowledge, analytical ability and innovative management perspectives and skills needed to manage organisations in an increasingly competitive and diverse global marketplace. The programme enables you to commence or strengthen your career in business, as well as underpin any further business studies and achieve excellence at executive level in your chosen profession in both the public and private sectors.

You will acquire a comprehensive and systematic knowledge of the advanced theories, concepts and methods at the forefront of business administration and will critically appraise the various core fields or disciplines of business such as Managerial Financial Analysis, Applied Strategic Management, Strategic Marketing Analysis, Global Issues for Management, Dynamic Leadership Development and Research Methods. Learners are also offered one elective per semester (10 ECTS) to target specialised knowledge from a specific subfield of business with a specific industry focus. Should you choose two electives from the same specialism e.g. Finance, you will be on a specific learning pathway. Pathways are available in the following sub-fields of business: Marketing, HRM, Cloud Computing, Information Systems, Finance or Project Management[1]. Offering learning pathways is a result of consultation with industry and other stakeholders, who have welcomed areas of specialisation as relevant to the marketplace.

Through taught modules and self-directed learning, the programme addresses a wide range of transversal, core, and soft skills as well as practical business skills. These are continuously developed and challenged, ensuring you are equipped for the demands of management in a busy, diverse, and unpredictable environment.

The specific programme objectives are to:

1. Facilitate the development of dynamic leadership styles and approaches.
2. Develop an agile solutions-orientated approach to business management that maximises resources for the benefit of an organisation and society.
3. Enable learners to analyse and make decisions in a real-world simulation through individual and peer learning.
4. Advance an analytical and systematic understanding of the theories and conceptual frameworks of business administration in an international context.
5. Provide learners with critical awareness and deepen insights into key business management issues, trends, and solutions to integrate functional knowledge and apply strategic management skills at a senior level in evolving environments.
6. Establish an integrity and professionalism in operating in cross cultural settings with a keen understanding of globalisation that engenders a commitment and appreciation of the importance of business ethics and corporate social responsibility

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[1] Running of all pathways is subject to student numbers.

7. Facilitate the application of appropriate and innovative business frameworks to evaluate business policies and practices to enhance the ability to synthesise management techniques, tools, and models to ensure the appropriate diagnosis of opportunities and challenges and formulate strategic solutions which ensure return on investment.

8. Integrate advanced skills across a diverse field of learning capturing emerging techniques using innovation, research and appropriate tools and techniques of enquiry and develop an understanding of the global business drivers and inhibitors; technological, economic, or political changes within international business practices.

9. Gauge, using diagnostic tools and theoretical underpinnings, the impact of business decisions within wider society and the global business environment.

10. Simulate the all-embracing and unpredictable nature of the business world and develop a professional approach to strategic problem solving.

11. Advance a research approach to postgraduate business studies and engender this approach into ongoing personal and professional development.

12. Facilitate in-depth research and explorations of a specialised area of business administration, which adds value or new knowledge to the business world.

13. Craft proficient and professional communicators with the ability to inform decisions and present solutions to a critical audience.

14. Cultivate a critical mind-set that derives meaning from diverse academic theories and concepts, enabling the application of key academic theories and practices.

15. Promote the importance of lifelong learning and ongoing personal and professional development increasing self-awareness and a personalised view of the evolving world of business and the demands on an individual and on organisations.

16. Create a positive approach to teamwork, creating relationships and an ability to work with individuals at every level of an organisation, creating trust and solving complex, positive and/or negative business realities in a meaningful way.

17. Provide appropriate frameworks to master the ability to negotiate conflict, distinguishing interests from positions, ensuring the mission, values and needs of an organisation are efficiently and effectively achieved.

2.2 Programme Learning Outcomes

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

MIPLO 1	Critically evaluate theory and practice from cross-functional areas of business in private, public, and not for profit organisations, both nationally and internationally.
MIPLO 2	Demonstrate critical awareness of contemporary information, tools and techniques in management, policy, and performance in organisations both nationally and internationally on business trends, drivers, and inhibitors.
MIPLO 3	Demonstrate leadership skills to achieve individual, group and organisational goals.
MIPLO 4	Critically evaluate approaches to primary and secondary data and select the most suitable method from qualitative and quantitative research methodologies in the resolution of a specific business problem.

MIPLO 5	Formulate and apply strategic solutions in a business context for the resolution of specific business problems.
MIPLO 6	Critically appraise the advanced diagnostic tools which inform business decisions within the global business environment and wider society.
MIPLO 7	Demonstrate an ability for enhanced ethical judgements by demonstrating critical awareness of social, political, economic environments.
MIPLO 8	Exhibit an ability to work independently and collaboratively to build effective and efficient relationships in dynamic business environments.
MIPLO 9	Synthesise previous professional and learning experiences to inform a wide-ranging appreciation of the business world and solidarity with social norms and relationships.
MIPLO 10	Develop professional communication skills to present solutions in a cogent manner to a critical audience.
MIPLO 11	Conduct in-depth research in a specialised area of business administration to deal with a research problem that adds value or new knowledge to the business world.

In addition to the MIPLOS above, learners who choose a specialised pathway will also demonstrate successful completion of the following.
On successful completion of the **marketing** electives, *MBA* graduates will be able to:

MIPLO1 to 11	above and additionally
MIPLO12a	Critically evaluate integrated marketing communications tools and techniques and apply digital technology support to marketing strategies.
MIPLO13a	Demonstrate critical awareness of innovations and trends within the field of marketing with a focus on sustainable marketing innovations.

On successful completion of the **human resource management** electives, *MBA* graduates will be able to:

MIPLO1 to 11	above and additionally
MIPLO12b	Critically evaluate strategic human resource management and the importance of people management in organisational strategy.
MIPLO13b	Demonstrate critical awareness of the management of employee performance and the role of reward in employee performance.

On successful completion of the **cloud computing** electives, *MBA* graduates will be able to:

MIPLO1 to 11	above and additionally

MIPLO12c	Critically evaluate the role of cloud computing technologies in information and data management and the significance of deploying computer services to the cloud.
MIPLO13c	Demonstrate the development of critical skills in analysing and evaluating the use of cloud applications in business and develop strategic solution-based applications.

On successful completion of the **information systems** electives, *MBA* graduates will be able to:

MIPLO1 to 11	above and additionally
MIPLO12d	Critically evaluate and deploy best practice methodologies and tools used for design and implementation of strategic information systems
MIPLO13d	Demonstrate critical awareness of the nature, role and importance of technological disruption and innovation in strategic business environments.

On successful completion of the **finance** electives, *MBA* graduates will be able to:

MIPLO1 to 11	above and additionally
MIPLO12e	Critically evaluate theory and practice of corporate financial management for strategic business decision-making.
MIPLO13e	Demonstrate critical awareness of international practices and policies in financial markets within changing global market dynamics.

On successful completion of the **project management** electives, *MBA* graduates will be able to:

MIPLO1 to 11	above and additionally
MIPLO12f	Critically evaluate the importance of project management within organisations and apply appropriate project management frameworks to delivery enhanced performance in contemporary organisations.
MIPLO13f	Demonstrate critical awareness of business information, planning and control mechanisms in project management practices.

2.3 Programme Structure

Semester	Semester synopsis
1	Semester one encompasses a broad breadth and depth of knowledge across diverse fields and subfields of business. Modules such as Global Issues for Management, Strategic Marketing Analysis, Managerial Financial Analysis and Research Methods 1 as well as one elective from the following sub-fields of business namely: Marketing, Finance, Strategic Information Systems, Project Management, Cloud Computing and Human Resource Management.

	Semester one looks to create a micro and macro understanding of the global business environment creating the skills and competencies in the learner sustainability and growth of an organisation.
2	Semester two builds on semester one and looks at a strategic outward looking approach to business administration. Applied Strategic Management is at 10 ECTS to ensure the principles and concepts acquired are synthesised and rationalised by the learners in Semester two. Semester two then looks to an innovative and entrepreneurial approach to the growth of an organisation and covers Dynamic Leadership Development, Research Methods 2, as well as one elective from the following modules (10 ECTS): Integrated Marketing Communications, Reinventing Performance Management, Global Financial Markets, Project Management Practices, Cloud Application Management and Strategic Information Systems.
3	Semester three allows the learner to synthesise learning acquired in previous modules through a dissertation, focusing on critical enquiry, research and strategic problem solving. Taken together the skills and competencies acquired will enable our graduates to secure high-level job positions in industry in the field of management and business administration.

The following table outlines the breakdown of modules and weeks per semester for full-time Learners:

Semester 1 Weeks 1-12	Semester 2 Weeks 13-24
Global Issues for Management (5 ECTS)	Applied Strategic Management (10 ECTS)
Managerial Financial Analysis (5 ECTS)	Dynamic Leadership Development (5 ECTS)
Strategic Marketing Analysis (5 ECTS)	Research Methods 2 (5 ECTS)
Research Methods 1 (5 ECTS)	Elective (10 ECTS)
Elective (10 ECTS)	**Semester 3 Dissertation Weeks 25-36**
	Dissertation (30 ECTS)

The following table outlines the breakdown of modules and weeks per semester for part-time Learners:

Semester 1 Weeks 1-12	Semester 3 Weeks 1-12
Global Issues for Management (5 ECTS)	Applied Strategic Management (10 ECTS)
Strategic Marketing Analysis (5 ECTS)	Elective (10 ECTS)
Semester 2 Weeks 13-24	**Semester 4 Weeks 13-24**
Managerial Financial Analysis (5 ECTS)	Elective (10 ECTS)
Research Methods 1 (5 ECTS)	Research Methods 2 (5 ECTS)
Dynamic Leadership Development (5 ECTS)	**Semester 5 Dissertation Weeks 25-36**
	Dissertation (30 ECTS)

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

2.4 Other Relevant Programme Information

Module Synopses

Stage label	Module title	ECTS	Module synopsis
Award	Global Issues for Management (M)	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	Strategic Marketing Analysis (M)	5	Marketing is a concern for all people and organisations at all times. Successful marketing analysis is based on an organisation wide philosophy that identifies, selects, provides, communicates and delivers value to chosen customer groups. Strategic Marketing Analysis as a management subject consists of a set of concepts and principles for choosing target markets, evaluating customer needs, developing products and services that satisfy wants, delivering value to customers and profit or benefit to the company or organisation. This module is designed to provide a thorough emphasis on the managerial analytical perspective of marketing. Learners will apply specific marketing tools and marketing frameworks for evaluating companies' marketing-mix that take best advantage of the conditions in which the firm finds itself. A strategic marketing analysis approach is evident throughout the module design and delivery. In all seminars, learners will be required to analyse marketing practices in relation to different marketing case studies. Their individual assessment will be the analysis of a company marketing strategy following a systematic approach.
Award	Managerial Financial Analysis (M)	5	This module will provide learners with knowledge, skills, concepts and tools necessary to understand and respond to the increasingly complex, volatile and dynamic financial world. This module will provide a financial decision-making platform for business managers and enable learners to develop a knowledge and understanding of the implications of financial information and an ability to apply this information to practical management scenarios.

Stage label	Module title	ECTS	Module synopsis
Award	Research Methods 1 (M)	5	The module provides learners with the theoretical foundation for research that will allow them to contextualise the more practical aspects of research that they will engage with in Research Methods 2. During this module, learners will be provided with an overview of the main research philosophies, designs and methodologies, while also being introduced to the ethics of research. An overview of the stages of the research process will also be provided, introducing the learner to the concepts of a literature review, data collection and analysis and presenting and discussing findings. During this module, learners will be encouraged to identify their research topics and begin to refine and focus that topic toward a research question/hypothesis. This consideration of research topics and potential questions/hypotheses will require the learner to adapt and synthesise their learning and experience from other modules.
Award	Marketing Innovations (E)	10	Marketing has been transformed by the power of stakeholders and the ever-increasing urge to address sustainable issues for the future of our planet. This module provides learners with an applied knowledge of innovative marketing practices. This module leads to the creation and the presentation of a marketing entrepreneurial project. Learners will learn by doing. They will gain a critical appreciation of the technologies used in the field of Marketing as well as an experiential dimension of marketing products and services. This class will facilitate circular learning where entrepreneurial skills are encouraged. In this way, learners will participate and actively affirm their contributions to a more sustainable global society. Marketing, as a process, will be applied for the purpose of researching, developing, distributing and promoting a sustainable product or service to maximise positive impacts on people, profits and planet.

Stage label	Module title	ECTS	Module synopsis
Award	Strategies for Human Resource Management (E)	10	The aim of this module is to give the learner a critical insight into people resourcing strategies and talent planning. The contextual and contingent activity of human resourcing strategies is recognised throughout all topics. These variables make it necessary for managers to be aware of the influences of the internal and external environments - context is key. The module addresses both the breadth of HR issues and includes all the activities essential for the acquisition, management and retention of talent from HR planning through to release from employment. An international context is also explored with reference to the transfer of HR practices in foreign locales whilst recognising the importance of cultural diversity and managing ethically.
Award	Strategic Information Systems	10	This module looks at three fundamental questions: • What information systems do businesses build? • Why do businesses build these information systems? • How do businesses approach building these information systems? Through investigating these questions, learners will gain an in-depth awareness of how the digital economy impacts and shapes the policies, structures and processes that define the digital firm. This module will provide participants with the necessary models, theories and frameworks that can be used to elaborate a firm's digital strategy and to realise this articulated strategy in terms of a coherent implementation program. As part of the implementation program, participants will obtain an understanding of the different phases and methods involved in information systems development.
Award	Project Management Frameworks (E)	10	This module aims to develop the learners understanding of the context of the project management environment, whilst developing specific skills in project management. The subject of project management is increasingly multi-disciplinary in nature and this module reflects this by providing you with an understanding of the social, organisational, behavioural and systems issues of project management. In addition to providing an understanding of the subject of project management the module will introduce several tools and techniques for managing activities throughout the project life cycle.

Stage label	Module title	ECTS	Module synopsis
Award	Corporate Financial Management (E)	10	This module provides a thorough financial platform for business managers. It 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. This module will allow learners to apply critical thinking to the area of financial analysis through the application of financial information in different valuation techniques and models.
Award	Cloud Technologies for Business (E)	10	The module aims to provide learners with the key concepts of cloud technologies used in the modern business environment. Cloud computing technologies allow businesses to access their information virtually, creating a flexible and global way of accessing your data any place, any time. The module equips learners to evaluate a set of practices that enable enterprises to profit from the use of cloud technologies and effectively manage the challenges associated with their use in an organisation.
Award	Applied Strategic Management (M)	10	This module will provide the learner with in-depth knowledge, skills, tools and frameworks necessary to critically appraise and respond to complex global, volatile and dynamic contexts in which organisations function today. The module will involve detailed evaluative studies in the nature of strategy content, and of strategic processes in a variety of industry and organisational settings. This module is designed to enhance the learners' business research and problem-solving capabilities. The module develops learners' analytical and evaluative skills in the field of strategic management. It allows learners to build on the knowledge acquired in Semester one in modules such as Managerial financial analysis and Global issues for Management specifically.
Award	Dynamic Leadership Development (M)	5	Leadership and motivation skills have become a crucial element of an effective manager's toolkit. This module will equip the learner with the skills and insights they need to be an effective leader and motivator. It will provide learners with a review of best practice leadership and motivational approaches and help them to develop self-awareness of their leadership preferences and behaviours, together with the skills to effectively lead others. They will be asked to identify appropriate leadership and motivational styles in a variety of contexts while focusing on optimising job and organisational performance and to adopt a reflective approach to their own leadership development journey.

Stage label	Module title	ECTS	Module synopsis
Award	Research Methods 2 (M)	5	This module builds on principles and procedures covered in Research Methods in Semester 1 by applying them within an in-depth examination of the planning and management of a dissertation. The module develops the learner's ability to produce an appropriate literature review relevant to the research aims, objectives and questions. An emphasis in this module is guiding learners to effectively apply research methods to research questions whilst taking into account ethical considerations in preparing a research proposal. This module equips learners with the requisite skills to plan, investigate, critique and present data using qualitative and quantitative research methods which underpin the independent research process.
Award	Integrated Marketing Communications (E)	10	This module looks at the complexity of marketing communications within an organisation's marketing strategy and its impact on an organisation's overall infrastructure and success. The module ensures the learner acquires an in-depth understanding of the role of marketing communications and the processes involved which is currently regarded as one of the most important strategic considerations for all organisations for sustainability and growth. The module, which is an elective, is underpinned by Strategic Marketing Analysis which is also taken in Semester one, and sees the learner gain a certain specialism in the marketing space as part of their managerial function and within the wider context of business administration at a senior level.
Award	Reinventing Performance Management (E)	10	This module helps learners to develop and implement innovative performance management strategies to improve talent management, employee engagement and business results. It presents a holistic approach to performance management. Most organisations have performance management processes in one form or another, but these are often based on formal annual reviews, forced rankings and directly linked to pay decisions. These traditional approaches are often at the expense of ongoing, continuous feedback and focus on looking back at what has or has not been achieved rather than looking forward. Direct links to pay decisions avert attention from people's development, and managers often get lost in the bureaucracy of complex forms rather than fully engaging with their people.

Stage label	Module title	ECTS	Module synopsis
Award	Project Management Practices (E)	10	This module is primarily designed to build on students who already understand the complexity of the project environment. The course will develop that understanding to a deeper level across a broader spectrum of concepts to develop a level of knowledge and understanding so allowing the student to operate at a senior project level in any contemporary organisation.
Award	Global Financial Markets (E)	10	This module has a dynamic focus on the interplay between economic policy/outcomes and global financial markets. The central focus is to understand the factors which gave rise to the global financial crisis. The module goes on to evaluate the policy responses to the crisis and their effectiveness over the last decade. It then assesses whether the global financial system today is sufficiently robust to avoid another major correction, which in turn involves questioning whether previously accepted doctrines – efficient markets, light touch regulation, free market ideology, "too big to fail" – require modification now. Finally, the module considers contemporary developments such as Fintech, Behavioural Finance and Islamic Finance.
Award	Cloud Application Management (E)	10	Learners will gain a comprehensive insight into the management of cloud-based technologies and applications to serve real organisational needs. They will develop critical skills in analysing and evaluating the use of cloud applications in business and subsequently developing business solution based applications. Learners will also develop practical and hands-on technical skills with relevant cloud services. Learners will also gain insight into how digital project management practices are applied and realised in a cloud environment through the use of cloud-based planning and design applications, cloud-supported cooperative work, groupware and other tools in preparing their continuous assessments.

Stage label	Module title	ECTS	Module synopsis
Award	Innovation and Disruptive Technologies (E)	10	This module provides learners with the key concepts of innovation and disruptive technologies that ensure businesses are fit for purpose in a digitally empowered world. In every industry, the introduction of innovative digital technologies and the rise of new disruptive opportunities or threats are transforming business models and processes. To stay competitive, companies must fundamentally change how they operate. This module equips learners to evaluate new innovations and disruptive technologies that enable organisations to profit from technological developments, and understand how companies can take advantage of various technological advances by changing business processes, and offering new products and solutions.
Award	Dissertation	30	This module synthesises learning in a dissertation. It comprises research projects or dissertations, consolidating learners' research capability, theoretical knowledge and applied skills through the production of a dissertation. This should combine both research and technical skills to investigate, design, produce and evaluate the solution put forward. This involves researching a problem with significant implications for a chosen organisation or industry, applying key concepts and techniques from business to deliver a solution, the construction of an artefact implementing the chosen solution, or the creation of new knowledge or add value to the business world with the critical evaluation and defence of the project outcomes.

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 Programme Coordinator 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.

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

Stage	Module	ECTS	Assessment
Award	Global Issues for Management	5	**Formative:** Drafts and feedback **Summative: 100%** Group Report 50% Exam 50%
Award	Strategic Marketing Analysis	5	**Formative:** Drafts and feedback **Summative: 100%** Written Assignment 100%

Award	Managerial Financial Analysis	5	**Formative:** Drafts and feedback **Summative: 100%** In Class test 50% Group Report 50%
Award	Research Methods 1	5	**Formative:** Drafts & feedback, Ethical Approval/Clearance Form (Mandatory but unweighted) **Summative:** CA1: Open Book Tests: Applied Scenarios MCQ 60% CA2: Problem Statement & Research Question 40%
Award	Marketing Innovations	10	**Formative:** Drafts and feedback **Summative: 100%** Interim Oral Presentation 10% Final Oral Presentation 40% Final Written Report 50%
Award	Strategies for Human Resource Management	10	**Formative:** Drafts and feedback **Summative:** Written report and presentation 50% (individual) Exam 50%
Award	Project Management Frameworks	10	**Formative:** Drafts and feedback **Summative: 100%** Written Report and Presentation (Group with individual elements) 75% MCQ (Individual) 25%
Award	Corporate Financial Management	10	**Formative:** Drafts and feedback **Summative: 100%** Continuous Assessment 40% Exam 60%
Award	Strategic Information Systems	10	**Formative:** Class assignments, homework & feedback **Summative: 100%** Individual Assignment 50% Exam 50%
Award	Cloud Technologies for Business	10	**Formative:** Drafts and feedback **Summative: 100%** Continuous Assessment 50% Exam 50%

Award	Applied Strategic Management	10	**Formative:** Drafts and feedback **Summative: 100%** Group Consultancy Report 80% Presentation 20%
Award	Dynamic Leadership Development	5	**Formative:** Drafts and feedback **Summative: 100%** Individual Report 100%
Award	Research Methods 2	5	**Formative:** Feedback on progress throughout Drafts & feedback, Ethical Approval/Clearance Form (Mandatory but unweighted) **Summative:** CA1 Video Presentation 20% CA2 Research Proposal 80% (5,000 words)
Award	Integrated Marketing Communications	10	**Formative:** Class assignments, homework & feedback **Summative: 100%** Individual critical essay 50% Group Presentation 35% Group Report 15%
Award	Reinventing Performance Management	10	**Formative:** Class assignments, homework & feedback **Summative: 100%** Written Assignment 50% Exam 50%
Award	Project Management Practices	10	**Formative:** Class assignments, homework & feedback **Summative: 100%** Written Report and Presentation (Group with individual elements) 75% MCQ (Individual) 25%
Award	Global Financial Markets	10	**Formative:** Class assignments, homework & feedback **Summative: 100%** Group Research Report & Presentation 50% Final Exam 50%
Award	Innovation and Disruptive Technologies	10	**Formative:** Drafts and feedback **Summative: 100%** Continuous Assessment Individual 40% Continuous Assessment (Group) 60%

Award	Cloud Application Management	10	**Formative:** Class assignments, homework & feedback **Summative: 100%** Continuous Assessment 100%
Award	Dissertation*	30	**Formative** Feedback on progress throughout **Summative: 100%** Continuous Assessment 100% ● CA1: First meeting presentation 10% ● CA2: Dissertation 80% ● CA3: Poster 10%

*NOTE: Learners are not allowed to commence their Dissertation until they have passed successfully all of their taught modules. Learners will be notified directly when they have been confirmed as eligible to 'proceed' to Dissertation, and have their supervisor appointed.

3.2 Assessment Schedule

The table below highlights the assessment submission for this programme.

Stage, Mandatory (M)/ Elective (E)	Module	Due Date
Award (M)	Global Issues for Management (Mandatory)	Week 9 and Week 14 (Exam)
Award (M)	Strategic Marketing Analysis (Mandatory)	Week 12
Award (M)	Managerial Financial Analysis (Mandatory)	Week 8 and Week 11
Award (M)	Research Methods 1 (Mandatory)	Week 10 and Week 13
Award (E)	Marketing Innovations	Week 5, Week 10, Week 11, Week 12
Award (E)	Strategies for Human Resources Management	Week 7 and Week 14 (Exam)
Award (E)	Project Management Frameworks	Week 7 and Week 12
Award (E)	Cloud Technologies for Business	Week 12
Award (E)	Strategic Information Systems	Week 7 and Week 14 (Exam)
Award (E)	Corporate Financial Management	Week 7 and Week 14 (Exam)
Award (M)	Research Methods 2 (Mandatory)	Week 7 and Week 11
Award (M)	Dynamic Leadership Development (Mandatory)	Week 11
Award (M)	Applied Strategic Management (Mandatory)	Week 13
Award (E)	Integrated Marketing Communications	Week 11 and Week 12
Award (E)	Reinventing Performance Management	Week 6 and Week 14 (Exam)
Award (E)	Project Management Practices	Week 9 and Week 12
Award (E)	Cloud Application Management	Week 12
Award (E)	Innovation & Disruptive Technologies	Week 5 and Week 12

Award (E)	Global Financial Markets	Week 8 and Week 14 (Exam)

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2022.* Special regulations are defined on the course schedule. Where a learner is found to require additional learning support, the Disability and Inclusion Offer will identify appropriate support or liaise with the lecturer in conjunction with the Registrar's Office, if necessary, to agree a suitable equivalent alternative assessment instrument. This will be in accordance with the DBS Assessment Regulations. Please refer to the DBS Quality Assurance Handbook (QAH) for further details.

Assessment Submission
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

Quality Assurance Handbook (2019)

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.

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!