Master of Science in Supply Chain Management

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

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

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive. If there are unanswered questions or issues, please contact me or Programme Coordinator (contact details can be found below).

I hope you will make every effort to attend the induction programme, which will be very helpful to you, and which will give you an early opportunity to meet with other students on the same programme.

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 programme, or a problem relating to any aspect of your time here at DBS you should contact your Programme Coordinator. 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 brief description of the people you will meet on your programme:

- **Academic Director**
  The Academic Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.

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

- **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 on the programme.

- **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.

- **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	Rita Day	rita.day@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 Master of Science in Supply Chain Management (Level 9, 90 ECTS) programme has been designed with the specific intention of responding to an increasingly global, specialised, digital and technology-enabled business environment - one that requires efficient and effective end to end deliverables. Given this context, the role and scope of the supply chain function has transformed rapidly in recent years, leaving the achievement of excellence in supply chain management a daunting challenge for many firms across the world. This has resulted in a growing complexity in managing supply chains in an increasingly data driven business environment. Most firms today, as a result, describe supply chain management as a highly complex activity which requires the ability to systematically engage with multifarious data while considering a wide range of commercial and ethical considerations[1]. Now, more than ever, there is high demand for qualified postgraduates, where a skills gap of talent is evident throughout this industry.

The Master of Science in Supply Chain Management programme aims to produce individuals with the specialised skills and attributes necessary to meet the demands of the modern-day supply chain management environment. Learners will understand the core principles of supply chain management, as well as procurement and inventory management at leadership level; they will be equipped with operations management and analytics expertise; possess an integrated understanding of global logistics; critically evaluate sustainable supply chains and inform business decision making in an ethical context. Moreover, they will develop advanced critical thinking, writing and research skills through the completion of the Research modules along with the completion of a Capstone Module (choice of Dissertation, Consulting Report for Supply Chain Management, or Placement).

The specific programme **objectives** are as follows:

1. Imbue a critical analysis of the current and emerging theories of supply chain management, informed by up-to-date research and activity in the supply chain management field.
2. Accrue an objective, strategic, and global perspective (incorporating multiple viewpoints) for the supply chain management field.
3. Critically evaluate theories and practices related to various procurement strategies and develop the ability to apply those strategies in practice.
4. Gain an in-depth knowledge of the operations function across a range of topics.
5. Develop the competencies to successfully negotiate with stakeholders across multiple supply chain management functions.
6. Create critical awareness of sustainability and ethical processes that are directly complementary and relevant to the contemporary workplace and future of work.
7. Identify and develop autonomous learning skills for the graduates of tomorrow who can work both independently and collaboratively within innovative and disruptive environments.
8. Provide the learner with a comprehensive platform for career development, innovation, and further study.

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[1] Turner, N., Aitken, J. and Bozarth, C., 2018. A framework for understanding managerial responses to supply chain complexity. *International Journal of Operations & Production Management*.

2.2 Programme Learning Outcomes

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

MIPLOs	Learning Outcomes
MIPLO1 Knowledge breadth	Critically appraise and apply theoretical and conceptual knowledge in the discipline of supply chain management and logistics.
MIPLO2 Knowledge kind	Evidence critical awareness and application of tools, techniques and technologies in procurement and inventory management that demonstrate an ability for decision-making and risk analysis.
MIPLO3 Knowledge know-how and skill range	Critically analyse financial trends and how they impact and influence effective supply chain management.
MIPLO4 Know-How and Skill-Selectivity	Evaluate the organisational competencies and resources and define an optimal operational strategy, with consideration given to futureproofing.
MIPLO5 Competence-Context	Devise efficient and appropriate solutions for negotiations and address client issues across supply chain management functions.
MIPLO6 Competence- Role	Integrate advanced skills in the identification and application of solutions to complex problems using data and analytics in the supply chain management environment.
MIPLO7 Competence- Learning to Learn	Demonstrate advanced knowledge of the environmental and global landscape to advocate supply chain initiatives that foster governance and improve sustainability.
MIPLO8 Competence- Insight	Appraise and apply the appropriate research methods to generate insights in a variety of supply chain management contexts.
MIPLO9 Know-how	Reflect critically on the advanced competencies required for governance, pluralism, inter-organisational relationship, and heterogeneity.
MIPLO 10 (a) **Competence**	*(For learners selecting the Dissertation or Consulting Report elective Capstone)* Critically synthesize learning to plan, design, develop and manage a research project that demonstrates competencies and technical ability in real world issues in the supply chain management sphere and comply with any ethical implications arising.
MIPLO 10 (b) **Competence**	*(For learners selecting the Placement elective Capstone)* Utilise the theoretical underpinnings of supply chain management concepts in a professional setting and evaluate this application in an applied report.

Graduates of the embedded Postgraduate Diploma in Science in Supply Chain Management will share MIPLOs 1-9.

Capstone Elective

In relation to the 30 ECTS Capstone module, the learners will be able to choose if they wish to complete a Consulting Report for Supply Chain Management with the production of a Consulting Report or to complete a more traditional Dissertation or to do the elective Placement module. Learners will receive Handbooks for their capstone elective of choice.

Principal Programme: Master of Science in Supply Chain Management

Module No.	Stage label	Module Title	Module Synopsis
1	Award	Global Supply Chain and Logistics Management (10 ECTS, Mandatory, Semester 1)	The Global Supply Chain and Logistics Management is the first module learners will encounter on this programme. This is a good module to start the programme as it expands on such as sustainability, which are explored in more depth later in the course. Logistics management is an essential element of the supply chain function as it involves planning and implementing the movement of goods (or materials, or finance or information). Learners will be taught common logistics activities including planning, procurement, transport, storage and production control. Within these common activities learners will be taught to consider things such as sustainability, collaboration and digitalization. There are multiple approaches to managing logistics. Understanding and comparing the strengths and limitations of various approaches to help students critically identify the optimum logistics approach for a given situation is the main goal of this module.
2	Award	Supply Chain Procurement Strategies (5 ECTS, Mandatory, Semester 1)	This module will offer learners the opportunity to gain a mastery in procurement strategy, while also providing them with an understanding of how to manage their relationships with suppliers in regard to procurement. This is a ten-credit module so the scope to teach both of these interrelated topics in depth is available from a delivery perspective. In terms of procurement students will be taught how to consider a procurement strategy from the perspective of current thinking and best practice. This is a complex topic and will include discussion on purchasing research and ethics, buying from overseas, managing prices, specifying and managing product quality, purchasing procedures and supporting tools, and purchasing structure and design. In terms of supplier relationships students will be taught how to plan relationship purchasing, models of supplier relationships, the benefits of long-term relationships and the termination of supplier relationships.

Module No.	Stage label	Module Title	Module Synopsis
3	Award	Global Finance for Supply Chain Management (5 ECTS, Mandatory, Semester 1)	This is a contemporary module with 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, and Behavioural Finance.
4	Award	Supply Chain Operations (10 ECTS, Mandatory, Semester 1)	This module aims to help learners gain a comprehensive understanding of operations management. Operations management is a very important supply chain management function as it can add significant value to an organisation. Students are taught to apply theory to practical situations and to approach operations management with multiple considerations in order to be able to identify the optimum operational procedure for a given organisation. To achieve this, the module covers the following topics: introduction to supply chain operations, demand management, material management; capacity management; inventory management and distribution management.
5	Award	Negotiation for Successful Supply Chain Leadership (5 ECTS, Mandatory, Semester 2)	This module introduces learners to the negotiations theory and key concepts of effective communications. It focuses on analysing negotiation situations and developing relevant tactics and strategies with a particular focus on supply chain management. The module also discusses the concepts of leadership and business ethics to prepare students to effectively manage business, ethical, social, and environmental issues relevant for supply chain management in the global business context.
6	Award	Analytics and Enterprise Systems for Supply Chain Management (10 ECTS, Mandatory, Semester 2)	This module teaches learners how to use, analyse and apply quantitative data to make decisions to best optimize the supply chain management function. Learners will be taught how to clean and prepare data for analysis. The strengths and limitations of different analytical tools will also be explored so learners have a thorough understanding of what approaches to use. Examples of analytical techniques taught to students will include Forecasting, Regression, Descriptive analytics, Probability and Decision Analysis. Considerations related to decision

Module No.	Stage label	Module Title	Module Synopsis
			making in the supply chain, which may not be reflected in every data set, will also be covered for instance consideration of physical capacity, demand forecasting and supply chain risk management.
7	Award	Supply Chain Sustainability (5 ECTS, Mandatory, Semester 2)	Sustainability is becoming an increasingly important topic in Supply Chain Management. This module will offer the learner both the theory and practice of sustainability and ethical processes taken within the supply chain. Learners will develop the skills and knowledge necessary for making strategic decisions when considering the full range of economic, social, and environmental impact of global supply chains. The module will also explore the challenges that many organisations face when considering sustainability within their supply chains.
8	Award	Conducting Research for Supply Chain Management (10 ECTS, Mandatory, Semester 2)	This module teaches students how to approach the research elements of their dissertations or consulting reports. The Conducting Research for Supply Chain Management module will instruct students on how to critically evaluate previous research studies relevant for supply chain management with a view to carry out a literature review and develop a scientifically and ethically appropriate methodological strategy for gathering empirical data to derive inferences and conclusions relevant to a research question. It will also focus directly on the skills learners will need to complete either their dissertation or consulting report.
9	Award	Supply Chain Management Consulting Report (30 ECTS, Elective, Semester 3 FT)	This module aims to enable learners to consolidate their knowledge and skills in the completion of a supply chain management Consulting Report. 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 artefact (Consultant Report). 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 present/ defend their work.
10	Award	Dissertation (30 ECTS, Elective, Semester 3 FT)	The aim of this module is to enable the learner to undertake a traditional, written, research-focused dissertation, applying key academic and methodological concepts and techniques with significant implications to a chosen organisation and/or industry. Learners will consolidate their knowledge, synthesize their learning,

Module No.	Stage label	Module Title	Module Synopsis
			and develop their critical capacities, applying key academic concepts, methods, and tools to investigate, research and critically evaluate a research question or hypothesis. Learners will be required to demonstrate an appropriate mix of quantitative as well as qualitative analysis in their dissertation. 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.
11	Award	Placement (30 ECTS, Elective, Semester 3 FT)	This module aims to enable learners to consolidate their knowledge and skills in the completion of an industry research report which synthesises their learning through a placement of their choice. This research-focused piece of work takes the form of a written placement project which will apply key academic and methodological concepts and techniques to an applied industry-focused research problem or issue and the completion of a reflective performance review report. Under the guidance of their supervisor and line manager, learners will gain a deeper understanding of the application of research methods through applying these skills in a research-focused capstone work in their field. This module facilitates an academic perspective to an industry ready solution in a problem-based immersive scenario that can be shared with current or prospective employers. Learners will submit a 10,000-word report for this module, along with a reflection piece and a letter from their placement line manager.

The Master of Science in Supply Chain Management is a 1 year full-time/ 18-month part-time programme consisting of eight taught modules, four 10 ECTS modules, four 5 ECTS modules, and a 30 ECTS Dissertation, Consulting Report for Supply Chain Management, or Placement option. For learners who cannot continue, for personal or professional reasons, to the research component of this programme, there is an embedded exit award titled, *Postgraduate Diploma in Science in Supply Chain Management (Level 9, 60 ECTS)*.

Postgraduate Diploma in Science in Supply Chain Management (Level 9, 60 ECTS, exit award only)

The Postgraduate Diploma in Science in Supply Chain Management is an embedded exit award in the Master of Science in Supply Chain Management. The Postgraduate Diploma is **not** offered as a separate award. The programme shares the 60 ECTS taught components of the Masters programme.

The Postgraduate Diploma can be completed in one academic year by full-time learners and eighteen months by part-time learners. The overall aim of the programme is to provide graduates with the opportunity to attain a Level 9 award if they cannot complete the research component of this programme for personal or professional reasons. Therefore, the Postgraduate Diploma in Science award (60 ECTS, NFQ Level 9) is offered only as an exit award from the master's programme.

Programme Learning Outcomes

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

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MIPLO9 Know-how	Reflect critically on the advanced competencies required for governance, pluralism, inter-organisational relationship, and heterogeneity.

2.3 Teaching and Learning Strategy for a multi-modal environment

This section is an opportunity to discuss the proposed teaching activities and modes of delivery that you can expect on this programme.

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. Multimodal delivery has been fully incorporated across the programme to utilise live online, pre-recorded and on-demand resources.

This section covers all teaching and learning relating to the multimodal delivery and is an opportunity to discuss the proposed teaching activities and modes of delivery that you can expect on this blended programme.

An overview of terms:

In class/ onsite
This mode is when you are on site on DBS campus. This mode is on your timetable, and you are expected to be at a certain place at a certain time to engage with guided learning.

Live Online/ Synchronous (Zoom) sessions
Here you are online at the same time in a Zoom room or digital communication platform as your lecturer. These sessions are typically more interactive and used for engagement such as workshops and facilitated discussions on topics. The synchronous live online environment also facilitates screen share, breakout rooms, collective access to a whiteboard and chat. Synchronous live online sessions are, where possible recorded, thereby providing the opportunity for you to reflect on the learning experience. This mode is on your timetable as they are expected to be at a certain place at a certain time to engage with guided learning.

OnDemand / Asynchronous content
Asynchronous, also called OnDemand, is instructionally designed learning content that you access online and work through at your own pace. This content is not on your timetable. However, on demand content is often connected to live sessions. Some live sessions are independent of OnDemand content, but some will be dependent upon you having been through the OnDemand content.

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

The **blended multimodal environment** allows for the most appropriate mode of delivery to be applied to different parts of the syllabus. Typically, the more theoretical content would be delivered through the OnDemand mode, with the discursive aspects of the syllabus more inclined to be delivered in the synchronous live online mode. Although, such discursive topics can also be considered in an in-class

setting. The more practical and assessment driven parts of the syllabus can also be reserved for the in-class time. All in class and live online learning will be recorded and the resources made available to you through MOODLE.

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

Assessments are also set and submitted on Moodle. The Announcements feature on Moodle is the primary method of lecturer-to-learner broadcast communication in between live classes. All announcements on Moodle are automatically directed to the student's email. This will require an appropriate computer work area with internet access.

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
Pre-Recorded/ Asynchronous	Where the lecturer pre-records a session.
On-Demand/ Asynchronous	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.

Your programme is a mixture of these modes of delivery and your timetable has been carefully constructed to offer live online and Asynchronous (pre-recorded and On Demand) materials. The asynchronous materials are not shown on your timetable as these are flexible learning objects that you can watch and listen to in your own time. Recordings of online learning environments are made available to learners, when appropriate to do so and not exempt due to the sensitivity or confidentiality of material, for the purpose of reflection and revision. All modules utilise directed e-learning, which means lecturers direct learner interaction with online reusable learning objects (RLOs) and/or discussion forums on the VLE along with supporting e-learning resources. Directed e-learning RLOs can range from an annotated case study in pdf, to a video, to a bespoke animation created by DBS, as long as the lecturer has provided prescriptive direction on the interaction with the RLO. Other e-learning resources include pdfs, video links, links to websites, podcasts etc. and any other relevant and appropriate supporting resources.

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

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

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

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

Learners on the Master of Science in Supply Chain Management will have all class notes, resources, case studies and links to electronic resources made available on Moodle. Modules will be delivered through a blend of asynchronous content and discussion forums with synchronous tutorials and practical lab sessions and lectures, while teaching and learning will use a wide range of materials to assist learners as they enhance their knowledge and understanding of core digital marketing concepts. This approach allows for the reflection and consideration of theories, concepts and issues followed by facilitated discussions in synchronous tutorials to further explore and challenge understanding with peers using case-based scenarios and problems. Individual and group exercises are also used to test understanding and drive applied discussions. These interactions can be facilitated with the use of educational technologies, such as online walls and polling.

2.4 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.

FAQ

1. What will my class look like?

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture, a tutorial, a workshop, or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into the workshop and then finishing with a tutorial approach. Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, or in-class. However, some activities and approaches are better suited to some modes.

2. How will my class appear on the timetables?

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

Typically, a timetabled class will take place in one mode or another, for example through live online, or recorded. Although the on-demand mode can be used on its own or with any of the other modes.

On-Demand will **not** appear on your timetable as the timetabled class as you will be able to watch the learning content at your own convenience. However, you should include On-Demand in your own learning schedule to make sure that you are fully prepared for the next timetabled class. Information in relation to this will be on your Moodle page and in your Module and Assessment Guides.

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

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

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

Section 3 Assessment

3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity. Assessment types 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 Brief

Master of Science in Supply Chain Management

Module Name	ECTS	CA / Exam	Feedback	CA %
Global Supply Chain and Logistics Management	10	CA1 Individual/Group Qualitative Report 60% CA2 Individual/Group Presentation 40%	Oral & written	100%
Supply Chain Procurement Strategies	5	CA1 Individual Procurement Case Study 60% CA2 Individual/Group Presentation 40%	Oral & written	100%
Global Finance for Supply Chain Management	5	CA1 Group Research Report 50% CA2 Exam (in-class) 50%	Oral & written	100%
Supply Chain Operations	10	CA1 Individual /Group Practical Project 50% CA2 **End of Semester Exam 50%**	Oral & written	50%
Negotiation for Successful Supply Chain Leadership	5	CA1 Negotiation Case Study Report 60% CA2 Evaluation and Defence of the chosen approach in Case Study 40%	Oral & written	100%
Analytics and Enterprise Systems for Supply Chain Management	10	CA1 Practical Project 50% **End of Semester Exam 50%**	Oral & written	50%
Supply Chain Sustainability	5	CA1 Development of a new supply chain sustainability initiative based on the learner's knowledge of a company of their choice 80% CA2 Poster Presentation in conjunction with Global Logistics & Supply Chain Management Project 20%	Oral & written	100%
Conducting Research for Supply Chain Management	10	CA1 Applied Learning Scenario (Test 1 and Test 2) 40% CA2 Research Proposal 60%	Oral & written	100%
Consulting Report for Supply Chain Management (Elective, MSc only)	30	Consulting Report 70% Oral Presentation 30%	Oral & written	100%
Dissertation (Elective, MSc only)	30	First meeting presentation 10% Dissertation 80% Poster 10%	Oral & written	100%
Placement (Elective, MSc only)	30	Placement Project Report 70% Placement Performance Review (e-portfolio) 30%	Oral & written	100%

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
Recognising the importance of student workload, assignments are spread over the programme. Assessments are scheduled to cater intervals of non-assessment and the potential for extensions, which can arise throughout the academic year. Feedback will be delivered in a timely manner as directed by QAH policies. This will allow for periods of reflection by the students on the feedback between assignments.

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.

Timetable

Full-time

Sem1

	Date														
	Week on CELCAT	6	7	8	9	10	11	12	13	14	15	16	17	18	
	Week in Sem	1	2	3	4	5	6	RW	7	8	9	10	11	12	Hrs
Global Supply Chain and	F2F (classroom)	2	2	2	2	2	2		2	2	2	2	2	2	24	
	Online (synchronous)		2	2	2	2	1		1	2	2	2			16	
	Ondemand (asynchronous)		1	1	1	1				1	1	1	1		8	48
Supply Chain Procurement	F2F (classroom)	1	1	1	1	1	1		1	1	1	1	1	1	12	
	Online (synchronous)	1		1		1			1		1		1		6	
	Ondemand (asynchronous)		1		1		1			1		1		1	6	24
Global Finance for Supply	F2F (classroom)	1	1	1	1	1	1		1	1	1	1	1	1	12	
	Online (synchronous)	1		1		1			1		1		1		6	
	Ondemand (asynchronous)		1		1		1			1		1		1	6	24
Supply Chain Operations	F2F (classroom)	2	2	2	2	2	2		2	2	2	2	2	2	24	
	Online (synchronous)		2	2	2	2	1		1	2	2	2			16	
	Ondemand (asynchronous)		1	1	1	1				1	1	1	1		8	48
	Total per week	8	13	13	13	13	10		10	13	13	13	9	8	144	

Sem2

	Date														
	Week on CELCAT	24	25	26	27	28	29	30	31	32	33	34	35	36	
	Week in Sem	1	2	3	4	5	RW	6	7	8	9	10	11	12	
Negotiation for Successful	F2F (classroom)	1	1	1	1	1		1	1	1	1	1	1	1	12	
	Online (synchronous)	1		1		1		1		1		1			6	
	Ondemand (asynchronous)		1		1			1		1		1		1	6	24
Analytics and Enterprise S	F2F (classroom)	2	2	2	2	2		2	2	2	2	2	2	2	24	
	Online (synchronous)		2	2	2	1		1	2	2	2	2			16	
	Ondemand (asynchronous)		1	1	1	1		1	1	1	1				8	48
Supply Chain Sustainabili	F2F (classroom)	1	1	1	1	1		1	1	1	1	1	1	1	12	
	Online (synchronous)	1		1		1		1		1		1			6	
	Ondemand (asynchronous)		1		1			1		1		1		1	6	24
Conducting Research for	F2F (classroom)	2	2	2	2	2		2	2	2	2	2	2	2	24	
	Online (synchronous)		2	2	2	2		2	2	2	2	2			18	
	Ondemand (asynchronous)		1	1	1				1	1	1				6	48
	Total per week	8	14	14	14	12		14	12	16	12	14	6	8	144	

Part-time

Sem1

	Date														
	Week on CELCAT	6	7	8	9	10	11	12	13	14	15	16	17	18	
	Week in Sem	1	2	3	4	5	6	RW	7	8	9	10	11	12	Hrs
Global Supply Chain and	F2F (classroom)	2		2		2	2		2		2		2		14	
	Online (synchronous)		2		2		2		2	2		2		2	14	
	Ondemand (asynchronous)		1	1	1	1				1	1	1	1		8	36
Supply Chain Procurement	F2F (classroom)	1		1		1			1		1		1		6	
	Online (synchronous)		1		1		1			1		1		1	6	
	Ondemand (asynchronous)		1		1		1			1		1		1	6	18
Global Finance for Supply	F2F (classroom)	1		1		1			1		1		1		6	
	Online (synchronous)		1		1		1			1		1		1	6	
	Ondemand (asynchronous)		1		1		1			1		1		1	6	18
Supply Chain Operations	F2F (classroom)	2		2		2	2		2		2		2		14	
	Online (synchronous)		2		2		2		2	2		2		2	14	
	Ondemand (asynchronous)		1	1	1	1				1	1	1	1		8	36
	Total per week	6	9	7	9	7	12		10	9	7	9	7	8	108	

Sem2

	Date														
	Week on CELCAT	24	25	26	27	28	29	30	31	32	33	34	35	36	
	Week in Sem	1	2	3	4	5	RW	6	7	8	9	10	11	12	
Negotiation for Sucessful	F2F (classroom)	1		1		1		1		1		1			6	
	Online (synchronous)		1		1			1		1		1	1		6	
	Ondemand (asynchronous)		1		1			1		1		1		1	6	18
Analytics and Enterprise S	F2F (classroom)	2		2		2		2		2		2		2	14	
	Online (synchronous)		2		2	2		2	2		2		2		14	
	Ondemand (asynchronous)		1	1	1	1		1	1	1	1				8	36
Supply Chain Sustainabili	F2F (classroom)	1		1		1		1		1		1			6	
	Online (synchronous)		1		1			1		1		1		1	6	
	Ondemand (asynchronous)		1		1			1		1		1		1	6	18
Conducting Research for	F2F (classroom)	2		2		2		2		2		2		2	14	
	Online (synchronous)	2	2	1	2	2		2	2		2		2		16	
	Ondemand (asynchronous)		1	1	1				1	1	1				6	36
	Total per week	8	10	8	10	11		13	8	10	8	8	6	8	108	

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 Teams are dedicated to ensuring that you are equipped with the right skills to achieve your career goals upon graduation. The Team constantly asks 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, cultural, 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!