



Master of Science in Human Resource Management

Level 9, 90 ECTS

Programme Handbook

2022/ 2023

Foreword

Welcome to DBS where we will help you realise your ambition. We have an international reputation for high quality teaching and learning and our intention is to do everything we can do to support you during your time with us.

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. We have five campuses in Dublin's city centre and nationalities from over ninety-five countries participate in a bustling and thriving student life.

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

The information contained in this handbook is crucial to your learning. It provides important information on your programme, your assessments, and the key individuals you will meet. For these reasons we want you to constantly read and refer to this handbook and use it as a key information source during your time with us.

We are dedicated to ensuring that you have a rewarding and fulfilling experience while studying at DBS and through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

Tony

Dr Tony Murphy

Academic Dean

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Section 1 Programme Information

Welcome Message from Academic Director

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

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

Rita Day
Academic Director - Business, Law, and Marketing

1.1 Programme Administration

If you have any questions or concerns about any aspect of your programme, or a problem relating to any aspect of your time here at DBS you should contact your Academic Director or Academic Administrator. If they cannot tackle the question or problem themselves, they can help you identify the person who can, and they will refer you on to them. Below is brief description of the people you will meet on your programme:

- **Academic Director**

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

- **Assistant Academic Director**

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

- **Academic Administrator**

Academic Administrator provides administrative support on programmes and ensures 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

Role	Name	E-mail
Senior Academic Administrator	Beatriz Lazzari	anabeatriz.lazzari@dbs.ie
Assistant Academic Director	Tanya Zubrzycki	tanya.zubrzycki@dbs.ie
Academic Director	Rita Day	rita.day@dbs.ie

1.3 Programme Team

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

Module Stage	Module Title	Module Leader(s) *subject to change
Award	Equality, Diversity, and Inclusion	David Duff
Award	Human Capital Management and Organisational Behaviour	Ray Whelan
Award	Employment Law	Sharon Sheehan
Award	HR Analytics	Paul McEvoy
Award	Contemporary Issues in Human Resource Management	TBC
Award	Reinventing Performance Management	TBC
Award	Dynamic Leadership Development	TBC
Award	Applied Strategic Methods	TBC
Award	Research Methods	TBC
Award	Dissertation / Applied Research Project	Andrew Browne

There are also other valuable points of contact and support in DBS such as [Student Services](#), the [Student Engagement and Success Unit](#), [Student Welfare and Support](#), [IT Helpdesk](#) and the award winning [DBS Library](#). Your [DBS Student 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

This programme aims to provide learners with the knowledge, skills, and research capability to critically analyse, implement and evaluate human resource management concepts and practices in order to generate valuable insights and enhanced judgement at all levels of the organisation. The programme reflects the interdisciplinary nature of human resource management, combined with the new specialist knowledge and behaviour styles that reflect a more transformational nature of the HR profession. It goes beyond the traditional perspective of HR administration which tends to focus predominantly on issues such as benefits and compensation or recruitment and selection, to cover transformational, long-term activities including talent management, equality, diversity and inclusion, cultural change, employee engagement and leadership as well as emerging areas such as HR analytics. We believe these areas are vital to support evidence-based and value-infused strategic decision-making in the changing HR profession and will add value to the HR function of organisations.

This new programme, a Master of Science in Human Resource Management is a one-year full time (three semesters) or two-year part-time (four semesters) programme providing specialist knowledge and emerging skills that will enable learners to instigate, implement and evaluate, enhanced human resource management strategy and practice and deal with the real-world challenges of HR profession including shortage of skills and talent management. The mission of this programme, therefore, is to expose learners to human resource trends, and position them with the knowledge and soft skills to navigate and plan their careers including commercial drive, inclusive leadership, and ethical values. The programme engenders an awareness of the importance of these transferable and cross-enterprise skills that graduates will be able to apply to a range of contexts.

The programme combines the following modules: Equality, Diversity and Inclusion, Human Capital and Organisational Behaviour, Employment Law, HR Analytics, Reinventing Performance Management, Dynamic Leadership Development, Applied Strategic Management, Contemporary issues in Human Resource Management. In addition, Masters students will complete the Research Methods and Dissertation/Applied Research Project. These modules will reflect the necessary skills outlined in the new Profession Map produced by CIPD that provides the international benchmark for the HR profession. Therefore, the content of this programme has been designed to support the current and future core and transversal skills needs set out in Ireland's National Skills Strategy 2025 that are critical to individual and organisational sustainable development and growth.

The Masters is a one-year full-time, two-year part-time programme with five 5 ECTS and four 10 ECTS taught modules, and a 25 ECTS Applied Research Project. A Postgraduate Diploma in Science in Human Resource Management (60 ECTS) and a Postgraduate Certificate in Science in Human Resource Management programmes (30 ECTS) are available as exit awards from the Master of Science in Human Resource Management programme.

The programme specific aims are to:

1. Enable learners to develop mastery of current and emerging skills related to the theory and practice of human resource and talent management.

2. Provide learners with an awareness of emerging topics and trends in human resource management.
3. Enable learners to critically appraise equality, diversity, and inclusion practices in the workplace.
4. Enhance in learners an attitude of inclusive and analytical leadership.
5. Enable learners to solve human resource management problems that would create strategic competitive advantage and add value to a twenty-first century organisation.
6. Facilitate the development of applied skills that reflect contemporary issues in human resource management.
7. Respond ethically and informatively to address any new situations that may arise due to the digital transformation of industry with the use of analytics.
8. Develop in learners an advanced understanding of employment law and conflict resolution practice.
9. Provide learners with a systematic knowledge of human capital management and organisational behaviour in a variety of organisational contexts.
10. Develop research skills and apply theoretical knowledge to work based problems.

Master of Science in Human Resource Management

Semester one (FT) lays the groundwork for the programme and encompasses modules that focus on providing a solid and comprehensive understanding of the relevant concepts of Human Capital and Organisational Behaviour, a proficiency in the legal aspects of HR as well as Equality, Diversity and Inclusion while also offering HR analytical (HR Analytics) knowledge.

Semester two (FT) builds on this by covering content in which the knowledge, understanding and skills acquired in the first semester are developed and applied. Semester two modules offer applied skills in topics such as Reinventing Performance Management, Dynamic Leadership Development, Applied Strategic Management and Contemporary issues in Human Resource Management which focus on the human-centred capabilities and behaviours that are necessary to achieve positive business outcomes in the HR profession.

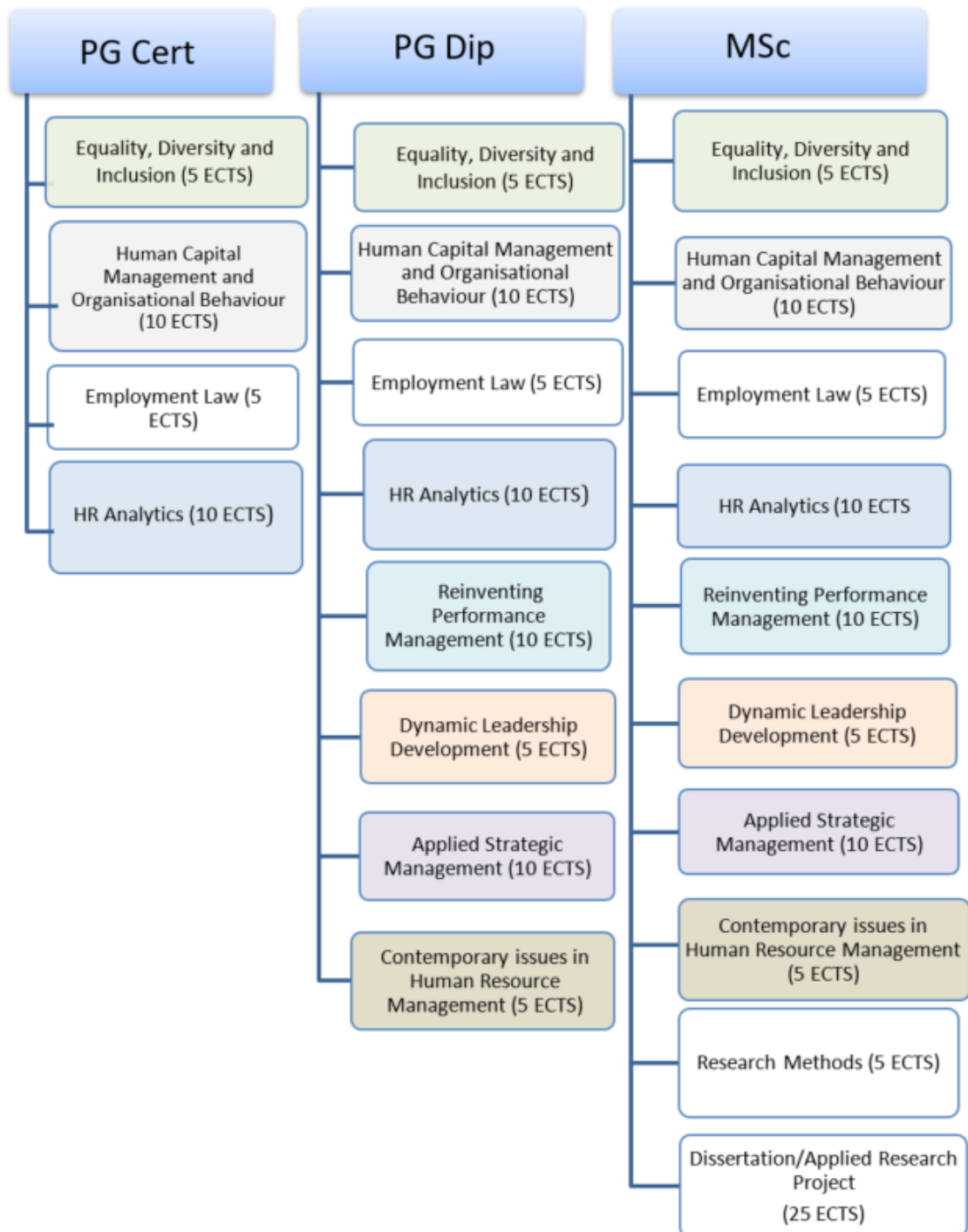
Semester two also comprises a Research Methods module, which focuses on research and development skill which will inform the learners' Dissertation/Applied Research Project in Semester three (FT).

2.2 Programme Learning Outcomes

On successful completion of the Master of Science in Human Resource Management, graduates will be able to:

MIPLO	Learning outcome
MIPLO1	Demonstrate a critical understanding of the theoretical and conceptual approaches of human resource management and organisational behaviour.
MIPLO2	Evidence critical awareness of contemporary and emergent issues including the importance of technological advancements in human resource management.
MIPLO3	Critically appraise the significance of equality, diversity, and inclusion in human resource practice in the workplace.
MIPLO4	Reflect on how effective leadership improves organisational performance and delivers sound personnel/HR practice and services.
MIPLO5	Devise solutions to human resource management problems that would create strategic competitive advantage and add value to a twenty-first century organisation.
MIPLO6	Evolve problem-solving skills and nontechnical solutions to a range of human resource management issues.
MIPLO7	Acquire the analytical skills needed to operate as an informed HR professional in the demands of the rapidly evolving, technology-driven business environment.
MIPLO8	Demonstrate a critical understanding of employment legal issues and select realistic courses of action in the business context.
MIPLO9	Demonstrate an ability to respond with enhanced and informed ethical judgement to unpredictable organisational behaviours.
MIPLO 10	Critically evaluate approaches to primary and secondary data and conduct an in-depth research project in a specialised area of human resource management.

2.3 Programme Structure



2.4 Other relevant programme information

Module Outlines

Stage label	Module title	ECTS	Module synopsis
Award	Equality, Diversity and Inclusion	5	This module allows to develop key theoretical and practical knowledge and skills that are geared towards understanding the context and managing the contemporary issues of equality, diversity and inclusion in the workplace.
Award	Human Capital Management and Organisational Behaviour	10	This module explores the critical changing context of human capital management and organisational behaviour (OB) and staff development.
Award	Employment Law	5	This module involves study of contractual and statutory employment matters together with an overview of applicable procedures in Ireland, Europe and elsewhere. The second part of this module aims to help learners recognise and analyse processes involved in conflict management and conflict resolution.
Award	HR Analytics	10	The module allows to develop an understanding of the impact of data-driven people analytics on both theoretical and practical aspects of HR profession.
Award	Reinventing Performance Management	10	This module examines the concept and impact of Performance Management has on business today, while providing insight into the analysis and assessment of performance.
Award	Dynamic Leadership Development	5	The module equips the learner with the skills necessary to enable them to manage and lead effectively and ultimately achieve organisational performance goals and objectives through ethical leadership.
Award	Applied Strategic Management	10	The module will provide students with the awareness, knowledge, skills, concepts, and tools necessary to critically appraise and respond to, the increasingly complex, global, volatile, and dynamic contexts in which organisational strategy formulation and implementation function today.

Award	Contemporary issues in Human Resource Management	5	The Contemporary Issues in Human Resource Management (Seminars Series) provides learners with the opportunity to develop the competencies and insights into the practice of human resource management.
Award	Research Methods	5	This module seeks to develop the learner's knowledge and understanding of the processes underpinning formal research. It provides coverage of research philosophies, strategies, designs, sampling, methods of data collection, while highlighting the ethical implications of, and the need for rigour in, masters' level research.
Award	Dissertation/Applied Research Project (for Masters students only)	25	This module aims to enable learners to consolidate their knowledge and skills in the completion of a capstone module which synthesises the students learning in a research-led piece of work.

Professional Recognition

The DBS Master of Science in Human Resource Management is [accredited by CIPD](#), the professional body for HR and people development, responsible for championing better work and working lives. CIPD set the gold standard for people management and development, and influence policy and practice in the world of work.

Learners enrolled onto the programme can seek [Student Membership](#) with CIPD, which offers a wealth of valuable resources and opportunities. Upon successful completion of the Master of Science programme, graduates will be able to update their Student Membership with CIPD to Associate Member. A registration process to be submitted to CIPD to begin your membership application will be explained in Induction. Any questions can be raised to your Academic Director.

FAQ

1. What will my class look like?

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

2. How will my class appear on the timetables?

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

Typically, a timetabled class will take place in one mode or another, for example through live online, or recorded. Although the on-demand mode can be used on its own or with any of the other modes. On-Demand will not appear on your timetable as the timetabled class as you will be able to watch the learning content at your own convenience. However, you should include On-Demand in your own learning schedule to make sure that you are fully prepared for the next timetabled class. Information in relation to this will be on your Moodle page and in your Module and Assessment Guides.

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

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

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

2.5 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L modes include:

Mode	Description
In-class	Where the lecturer and all the students are in the class.
Live Online	Where the lecturer and all of the students are online at the same time (Zoom sessions) Here you are online at the same time in a Zoom room or digital communication platform as your lecturer.
Hybrid	Where some of the students are online (Zoom sessions) and some are in the class (In class/onsite) and the lecturer is either in-class or online
Pre-Recorded	Where the lecturer pre-records a session
On Demand	Where the lecturer has prepared teaching content or activities and made it available to you online for you to engage with at your own convenience

Examples of T&L approaches include:

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

Examples of T&L activities include:

Activity	Description
Case Study	Students review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what students are learning about
Group work	Students are divided into groups to work on a particular activity
Peer Review	Students review and comment on other students' work
Peer discussion	Students engage in a discussion about a topic which the lecturer observes and can contribute to
Quizzes	Students work through a series of short questions
Practical Exercises	Students carry out an individual task during the class
Peer Presentations	Students present either individually or as a group to their fellow students
Controlled Debate	Students are divided into groups and argue the merits of a specific stance on a topic usually determined by the lecturer
Reading	Students engage in a reading activity and either write or report back on what they have read
Watching Videos	Students analyse videos and have peer discussions on what they have seen
Peer Pairing	Students are split into pairs. Individually they carry out a task and then swap their work for the other student to review.
Role Play	Students act out a scenario from the real world for the whole group

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

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture, a tutorial, a workshop, or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into the workshop and then finishing with a tutorial approach.

Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, hybrid or in-class. However, some activities and approaches are better suited to some modes.

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

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

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 and an external examiner. This is to ensure fairness, consistency of marking and the correct standard across all assessments. Results are always provisional until they are approved by the External Examiner and are processed through the programme Exam Board. The purpose of an Exam Board is to formally ratify results and determine award classification (for more information please refer to the [Quality Assurance Handbook](#)).

The assessment schedule is below and Moodle syncs with the Student Dashboard to provide a calendar of deadlines. The schedule lists the due dates for all your assessments due over the academic year. The schedule ensures that the workload is balanced across the academic year. Any extension requests need to be considered in light of this schedule, as changes might risk clashing deadlines, so it is very important to be aware of the potential impact of changes to assessment dates. The exam timetable is published on the [exam page](#) in the DBS current student area and is usually available about four weeks in advance of the exam period.

3.2 Assessment Brief

Assessment Schedule – Master of Science in Human Resource Management/ Postgraduate Diploma in Science in Human Resource Management/Postgraduate Certificate in Science in Human Resource Management

Semester One

Module	ECTS	Assessment	Weighting	Due Date
Equality, Diversity, and Inclusion	5	Group Report: Business case for EDI	80%	Wk 6
		Individual task: Self-reflection	20%	Wk 12
Human Capital Management and Organisational Behaviour	10	CA	50%	Wk 3
		Written Examination (2hour)	50%	Wk 15
Employment Law	5	Case Study Part 1 – Employment law advice	60%	Wk 9
		Case Study Part 2 - Mediation/conflict resolution application	40%	Wk 12
HR Analytics	10	CA	100%	Wk 11/12

Semester Two

Module	ECTS	Assessment	Weighting	Due Date
Reinventing Performance Management	10	Individual Report	50%	Wk 7
		Written Examination	50%	Wk 15
Dynamic Leadership Development	5	Individual Report	100%	Wk 9
Applied Strategic Management	10	Group Strategy Consultancy Report	80%	Wk 5
		Individual Reflective Journal	20%	Wk 10
Contemporary issues in Human Resource Management	5	Individual analysis	50%	Wk 7
		Group analysis	50%	Wk 12
Research Methods	5	Data Analysis	50%	Wk 6
		Research Method Proposal	50%	Wk 11

Semester Three

Module	ECTS	Assessment	Weighting	Due Date
Dissertation	25	Oral Defence/Presentation	10%	Wk 3
		Written thesis	80%	Wk 10
		Poster	10%	Wk 12
Applied Research Project	25	Oral Defence/Presentation Artefact	40%	Wk 3
		Research Report	50%	Wk 10
		Artefact Demonstration	40%	Wk 12

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2013*. Special regulations are defined on the programme schedule. Where a learner is found to require additional learning support, the Equality & Diversity Officer will identify appropriate support or an alternative assessment instrument. This will be agreed with the Registrar's Office and will be in accordance with the DBS Assessment Regulations. Please refer to DBS Quality Assurance Handbook (QAH) for further details.

Assessment Submission points by Semester

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.

Semester 1													
Module	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk10	Wk11	Wk12	Exam
Equality, Diversity, and Inclusion													
Human Capital Management and Organisational Behaviour													
Employment Law													
HR Analytics													
Semester 2													
Module	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk10	Wk11	Wk12	Exam
Reinventing Performance Management													
Dynamic Leadership Development													
Applied Strategic Management													
Contemporary Issues in Human Resource Management													
Research Methods													
Semester 3													
Module	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk10	Wk11	Wk12	Exam
Dissertation / Applied Research Project													

Your goal is to achieve the highest mark possible in your assessment. In order to do this, it is expected that learners:

- Complete ALL assessment components.
- Submit all assessments on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found [here](#).
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always complete the required number of questions in an exam.
- Practice writing out answers for end-of term exams by doing [previous papers](#), in particular handwriting answers to ensure that your writing is legible.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Disability Officer](#) well in advance of any assessment or exam 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 accepted by the lecturer). Assignments not submitted through Moodle may not be graded.
3. Online assignments must be submitted **no later than the stated deadline**:
 - Late submissions (up to 14 days) will receive the Late Submission penalty (see [QAH Section B Part 5.4](#));
 - After 14 days, late submissions will be awarded **0%**.
4. Extensions to assignment submission deadlines will be granted, other than in exceptional circumstances:
 - To apply for an extension please go to <https://students.dbs.ie/registrar-office/dbs-faq> and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Academic Administrator.

- Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to your Academic Administrator.
5. Students are required to retain a copy of each assignment submitted.
 6. Dublin Business School penalises students who engage in Academic Impropriety (i.e., plagiarism, collusion, copying, essay mills, etc.):
 - Refer to the [QAH Part B Section 3.3](#) for further information on Academic Impropriety and the potential penalties;
 - Refer to the [Library](#) for information on correct referencing, and support classes.

3.5 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 9 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland.

3.6 Useful links and tips

Door codes for Bow Lane and Balfe Street are available at Reception desks.

Once registered, a learner should use the calendar in their student email account for personal timetables.

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

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

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

Section 4 Academic Calendar




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

Section 5 Quality Assurance Handbook

All programmes delivered by DBS are delivered within a robust and established quality assurance infrastructure encapsulated by a *Quality Assurance Handbook*. This is available on the DBS website: <https://students.dbs.ie/registrar-office/qah>.

5.1 Key Assessment Regulations

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

<p>LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3) Students generally only have FOUR (4) opportunities to complete a module successfully If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt Dissertation modules usually only allow TWO (2) opportunities. Students who Exhaust their opportunities will be Withdrawn from their programme</p>	<p>PMCs (QAH B.4.3) Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam. PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting. PMCs are not automatically approved. PMCs require supporting evidence where available.</p>	 
<p>CAPPED MODULE GRADES (QAH 5.5.3) A repeat attempt on a module incurs a capped mark of 40% on the overall module mark. The individual components may achieve the full grade, but for Transcripts and Award Calculations, a repeated module will be counted as achieving 40%.</p> <p>If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.</p>		<p>LATE SUBMISSION PENALTY (QAH B.5.4) Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline. Submissions will not be graded if these are received more than 2 weeks after the original deadline.</p>
<p>ACADEMIC INTEGRITY (QAH B.3.3) Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified. Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college. The Library has classes and support guides on Academic Referencing, Urkund, etc.</p>		<p>ASSESSMENT EXTENSION REQUEST FORM</p>
<p>APPEALS (QAH B.3.5) Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results. Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal. Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal. Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.</p>		

Section 6 Supporting Student Success

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

6.1 The Learner Charter

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

Section 7 My Career

7.1 Student Careers

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

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

During your time in DBS, you will:

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

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

Section 8 My Student Life

8.1 Peer Mentor Programme

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

8.2 Class Reps

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

8.3 Student Council

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

8.4 Student Entertainment

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

8.5 Social

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

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

8.6 Societies

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

8.7 IT Helpdesk

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

8.8 DBS Library

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

https://libguides.dbs.ie/Academic_Support

Section 9 My Health and Wellbeing

9.1 Counselling Services

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

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

9.2 Disability and Inclusion

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

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

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

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

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

9.3 Student Well-Being Programme

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

9.4 The Student Engagement and Success Unit

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

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

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

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

Section 10 Conclusion

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

Enjoy your time at DBS!