Higher Certificate in Arts
NFQ Level 6, 120 ECTS

Programme Handbook

2022/23

Foreword

Welcome to DBS where we will help you realise your ambition. We have an international reputation for delivering a high-quality student experience 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. Our campus is in Dublin's city centre and comprises four buildings where nationalities from over 95 countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from business to data science, cybersecurity to artificial intelligence, marketing to psychology, accounting and finance through law, film, and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and continuing to deliver 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 intend that, through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

Tony

Dr Tony Murphy

Head of Academic Programmes

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Section 1 Programme Information

Welcome Message from your Head of Department

Hello and a very warm welcome to Dublin Business School. My name is Michael Kielty, and I am the Head of Department of Arts, Languages & Study Abroad for your Arts programme.

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

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

I look after the undergraduate programmes which include the BA (Hons) in Film & Creative Media and the postgraduate programmes, including the MA in Creative Media Practice. I work closely with your Programme Coordinator and your lecturers. Some examples of areas that I can assist with include:

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

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

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

Please do not hesitate to contact me on michael.kielty@dbs.ie if you have any questions.

Best wishes to you all for a great year!

Michael

Michael Kielty
Head of Department | Department of Arts, Languages & Study Abroad

1.1 Programme Administration

If you have any questions or concerns about any aspect of your course, or a problem relating to any aspect of your time here at DBS you should contact your Head of Department or 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 short description of the people you will meet on your programme:

- **Head of Department**
  The Head of Department 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.

- **Programme Coordinators**
  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

	Name	E-mail
Programme Manager	Paul Hollywood	paul.hollywood@dbs.ie
Head of Department	Michael Kielty	michael.kielty@dbs.ie

1.3 Programme Team

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

This is an indicative list and is subject to change.

Module Name	Staff/Lecturer(s)
Contemporary Humanities	Michael Kane/Micheal O Fathartaigh/Paul Hollywood
Contemporary Social Sciences	Anna Wolniak, Dylan Colbert, Stephen Henderson
Economics and the World of Business	Maryrose Molloy/Heikki Laiho
Film and Creative Media	Piotr Sadowski/ Stephen Henderson
Academic Skills	Paul Hollywood/Michael Kane
Digital Skills	Mary Nolan
Careers Discovery	Eleanor Molloy/Una Pittion
Critical Thinking Skills	Paul Hollywood/Michael Kane
Literature in the Modern World	Michael Kane, Andrew Browne
Drama and Theatre: Page and Stage	Paul Hollywood
War & Peace in the Twentieth Century I	Micheal O Fathartaigh
War & Peace in the Twentieth Century II	Micheal O Fathartaigh
The Sociological Imagination	Anna Wolniak
The Moving Image	John Gunning
Irish Life and Cultures	Donal Casey
Art & Architecture of Ireland	Una Pittion, Melanie Hayes
Introduction to Philosophy	Angelo Bottone
Ethics	Angelo Bottone
Writing for College	Andrew Browne/Damien Lennon
Introduction to Psychology	Dylan Colbert
Introduction to Communication	Piotr Sadowski
Introduction to Statistics	Elizabeth Hunter

Communication for Success	Piotr Sadowski
Irish Literature	Andrew Browne, Michael Kane

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.*

This year coming contains many significant challenges for higher education providers due to the COVID pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

Section 2 Programme Details

2.1 Aims of the Programme

The *Higher Certificate in Arts* (120 ECTS) is a two-year full-time, or three-year part-time, programme leading to a QQI Major Award placed at Level 6 on the National Framework of Qualifications (NFQ). It is a multi-purpose award designed to meet the needs of a variety of learners and it offers an inspiring and challenging educational experience, developing a broad range of knowledge and skills across a spectrum of academic disciplines, but also a course of personal and academic skills development and a structured pathway to further educational opportunities.

There are three main elements to the nature of the particular educational experience offered by the *Higher Certificate in Arts*, each of which relate directly to the type of graduate the programme is intended to produce.

The first is the interdisciplinary approach taken to learning throughout the programme, but particularly in its early stages. This approach recognises that, at an introductory level at least, there is often no significant difference between the skills and competencies developed by the study of humanistic or social science disciplines and those developed by the study of business or law disciplines: that subjects and disciplines are merely different languages we use to speak about the same things and that we teach in order to achieve very similar ends. Consequently, many of the core academic modules on this programme freely combine languages, concepts and methodologies from a range of disciplines into a series of interlinked single issue and topic based studies, which place the learner and the process of enquiry at the very centre of concern and set out to demonstrate the value of learning by contextualising it. It shows how the specialised materials, methods and terminologies of academic subjects can be used to inform and empower our response to issues and problems in the world beyond the classroom. By making learning very contemporary and applied in this way, and working alongside a more specialised subject pathway in the second half of the programme, it is intended to produce graduates who are broadly informed about the contemporary world, who understand the value and purpose of learning in the context of that world, and who are possessed of the intellectual skills of critical thinking, analysis, communication as well as flexibility and versatility to switch between a very diverse range of academic languages, registers, methods, situations and challenges.

The second element of the experience offered by the programme is the extended process of transition to third-level education it offers. Learners enrolling on this programme over the years have presented us with such a variety of needs, skills, interests, ambitions and levels of development that it becomes particularly difficult to profile a typical learner, but it is generally the case that a relatively high proportion have ended up on the *Higher Certificate in Arts* more by accident than design, primarily because they have failed to get places on their preferred choice level 8 programmes or because they have hitherto lacked any significant direction for their efforts. Levels of academic confidence and skills can therefore be quite low and it can thus fall to the teaching team to build or re-build academic confidence, to help learners find a direction for their talents and ambitions, and to closely support them in their transition to higher education. All learning activities in year one are therefore designed to be very student-centred and assessments are low stakes and experimental, frequently allowing a learner to perfect a piece of work through repeated drafts and to thereby build skills in a process of trial and error. Most importantly, the students are given a high level of personal guidance and advice.

In this way we set out to produce graduates who possess a clearer sense of where they want to go with work and with study and who are to reflect objectively and realistically on their own learning needs and ambitions.

The final element of the programme is the opportunity to experience introductory-level subject specialisation on one of the elective pathways offered in the second half of the programme. Here learners share classes and begin to form relationships with learners from the first year of different DBS Level 8 programmes, while continuing to be supported and to have their own *Higher Certificate in* Arts programme identity affirmed by their participation in a unique core certificate module. By offering this experience the intention is to allow learners to build on any new intellectual interests and passions they may have discovered in Stage One, to bring them into a more focused encounter with the demands and traditions associated with discrete academic disciplines, and to enable the development of the social connections and learning networks that will make progression to further study easier and more likely.

Combining these experiences of interdisciplinarity, high levels of academic guidance, and subject specialisation, the *Higher Certificate in Arts* thus aims to produce graduates who are knowledgeable and academically well-rounded, possessed of a wide range of transferrable skills, and well-qualified and prepared to successfully progress to a range of further academic or work-related challenges.

The specific programme aims of the *Higher Certificate in Arts* are to provide learners with:
1. A broad education across a range of arts, social sciences, business and law subject disciplines
2. A number of elective learning pathways offering subject specialisation at level 6
3. Access and progression opportunities from and within the programme to programmes in and beyond DBS
4. Cross-disciplinary and inter-disciplinary foundations across a range of disciplines
5. A supportive environment for new entrants to higher education, including personal, social and academic assistance where necessary
6. Individual and group support guidance throughout the programme, including advice on careers and academic progression choices
7. Key transferrable academic and employability skills.

2.2 Programme Learning Outcomes

On successful completion of the Higher Certificate in Arts, graduates will be able to:

MIPLO1	Demonstrate knowledge of introductory level topics in a broad range of academic subjects and disciplines.
MIPLO2	Identify and define some key theoretical concepts pertinent to a range of academic subjects and disciplines.
MIPLO3	Display command of some of the methods, approaches and specialised language employed in a range of academic subjects and disciplines.
MIPLO4	Respond to issues and problems within a range of forms and conventions pertinent to a range of academic subjects and disciplines.

MIPLO5	Work effectively within a range of learning situations and contexts, coherently linking theoretical learning to practice of the subject or discipline or to the exploration of interdisciplinary topics.
MIPLO6	Participate responsibly and constructively in team environments to ensure both personal and group goals are achieved.
MIPLO7	Reflect on learning experience and outcomes, making effective use of feedback, consultation and collaboration, particularly to redress any problems or shortcomings identified in individual or group work.
MIPLO8	Demonstrate the ability to assume and express a coherent personal perspective on a range of issues and questions encountered on the programme.

2.3 Programme Structure

The *Higher Certificate in Arts* programme has two stages, each of which can be disentangled into different strands of learning.
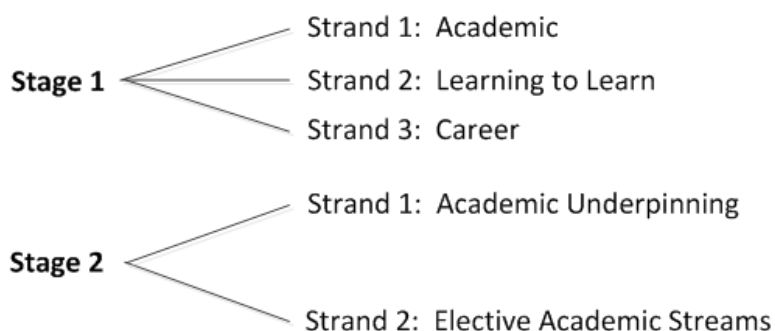
STAGE ONE

In Stage one there are three strands: Academic, Learning to Learn and Career.

HIGHER CERTIFICATE IN ARTS – STAGE ONE		
	Modules	**Credits**
Level 6	Digital Skills	5 ECTS
	Contemporary Humanities	10 ECTS
	Contemporary Social Sciences	10 ECTS
	Economics and the World of Business	10 ECTS
	Film and Creative Media	10 ECTS
	Academic Skills	10 ECTS
	Careers Discovery	5 ECTS

In the *Academic strand* in Stage one there four academic modules each carrying 10 ECTS of learning:

- Contemporary Humanities
- Contemporary Social Sciences
- Economic and the World of Business
- Film and Creative Media

Together these modules provide a very broad base of knowledge and considerable academic experience across a spectrum of humanities, arts, social science, business and law disciplines available for Level 8 degree-study in DBS and across the college as a whole. Each individual module provides an introductory learning experience of a set of broadly related subject disciplines organised into topic-based interdisciplinary explorations of themes, issues and concepts both in and between the disciplines. They develop specialised knowledge of broad academic areas, a familiarity with abstract concepts and their theoretical underpinning, and a range of specialised transferable skills and tools, with particular focus on skills of reading, written expression, oral presentation, group work and analysis. They also allow learners an experience of what it is like to study different disciplines at degree-level and thereby inform future educational and work choices. DBS is very fortunate in terms of location, having the resources of a major European capital on its doorstep, and so an additional dimension of these academic modules is that where possible lecturers seek to use those resources by linking topics and issues explored to places and events in the city of Dublin, thus further enhancing the important interdisciplinary philosophy of the programme.

The *Learning to Learn strand* in Stage one comprises two modules:

- Academic Skills (10 ECTS)
- Digital Skills (5 ECTS)

Academic Skills focus on primary academic skills and the process of learning to learn. Given the significant skills deficit we frequently encounter in learners on the programme, this module is particularly important: learners are taught and practiced in grammar and syntax, academic writing conventions and styles, basic mathematical skills, presentations, research, and library skills, and facilitated in the development of skills of independent study, time-management, self-reflection and self-assessment.

Digital Skills extends student experience and learning into basic IT skills. One of the more surprising observations we frequently make about our learners is that, although they are generally quite tech-savvy and live significantly in the world of social media, they frequently lack fluency in the use of personal computers and the various basic software packages and tools that are used in education to produce assignments appropriately. Indeed, occasionally they can be found typing assignments on smartphones. This module addresses this important issue, ensuring that learners develop all the practical information technology skills they will require for success on other modules.

The third strand in Stage one is the *Career Discovery* module, which provides learners with the beginnings of a platform for educational and career related investigation, job analysis, CV building, interview practice and work experience identification. This takes the DBS policy of preparing graduates for employment and tailors it to the various profiles of Higher Certificate learners.

STAGE TWO

In Stage two there are two strands: academic underpinning and elective academic pathways. The academic underpinning strand in Stage two is delivered by the core mandatory module, Critical Thinking Skills (10 ECTS). This module is key to the programme at Stage two, preserving the very learner-centred focus and interdisciplinary approach of Stage one and balancing it against the different type of educational experience provided by the modules that comprise the elective subject pathways.

Learners will then take 50 ECTS of a specialist elective academic pathway selected in consultation with a member of the programme team and in accordance with interests and directions discovered at Stage one.

Elective pathways are offered in the areas of General Arts, Psychology, Social Science, Film and Creative Media, Business, Marketing, Accounting and Finance and Law. The modular elements of the pathways are determined as per the requirements of the parent programmes from which they are derived and in each case they provide the knowledge base and skills required for progression to Stage two of those programmes. Once selected, all elements of the pathway become mandatory.

There are eight *Elective pathways* in Stage two:

- General Arts
- Psychology
- Social Science
- Film and Creative Media
- Business
- Marketing
- Accounting and Finance
- Law

HIGHER CERTIFICATE IN ARTS – STAGE TWO					
	Common module	**Credits**	**Elective pathway (learners take one)**	**Credits**	**Parent programme**
Level 6	Critical Thinking Skills	10 ECTS	General Arts	50 ECTS	Higher Certificate in Arts
			Psychology	50 ECTS	BA (Hons) in Psychology
			Social Science	50 ECTS	BA (Hons) in Social Science
			Film and Creative Media	50 ECTS	BA (Hons) in Film and Creative Media
			Business	50 ECTS	BA (Hons) in Business
			Marketing	50 ECTS	BA (Hons) in Marketing
			Accounting and Finance	50 ECTS	BA (Hons) in Accounting and Finance
			Law	50 ECTS	Bachelor of Law (Hons)

Learners choose one elective pathway and join classes of the parent degree programme from which each pathway is drawn. Each elective pathway delivers 50 ECTS of learning and by the end of Stage two students have achieved sufficient specialist learning to progress to the second year (Stage two) of the parent Level 8 degree.

The detail of the elective pathways are as follows:

General Arts
The following modules comprise the general arts learning pathway.

General Arts	Credits
Literature in the Modern World	5
Drama and Theatre: Page and Stage	5
War & Peace in the Twentieth Century I	5
Irish Life and Cultures	5
Writing for College	5
Introduction to Philosophy	5
Introduction to Psychology	5
The Sociological Imagination	10
The Moving Image	10
Art & Architecture of Ireland	5
Ethics	5
War & Peace in the Twentieth Century II	5
Introduction to Communications	5
Introduction to Statistics	5
Communication for Success	5
Irish Literature	5

Psychology
All Stage Two arts modules are delivered in common with modules running as part of the DBS BA (Hons) Psychology programme and are mandatory if learners choose this pathway.

Psychology	Credits
Foundations of Biopsychology	5 ECTS
Foundations in Social Psychology	5 ECTS
Psychological Foundations	10 ECTS
Introduction to Psychoanalysis and the Unconscious	10 ECTS
Research Technique & Analysis 1	10 ECTS
Fundamentals of Cognitive Psychology	5 ECTS
Developmental Psychology	5 ECTS

Social Science

All Stage two social science modules are delivered in common with modules running as part of the DBS BA (Hons) Social Science programme and are mandatory if learners choose this pathway.

Social Science	Credits
Foundations in Social Psychology	5 ECTS
The Sociological Imagination	10 ECTS
Introduction to Social Research	10 ECTS
Psychology through the Lifespan 1	10 ECTS
Social Policy and Law for Social Care 1	10 ECTS
Foundations in Criminology	5 ECTS

Film and Creative Media

All Stage two arts modules are delivered in common with modules running as part of the DBS BA (Hons) Film and Creative Media programme and are mandatory if learners choose this pathway.

Film and Creative Media	Credits
Professional Practice: the Creative Workplace	5 ECTS
Principles: Light, Camera, Photography	10 ECTS
Media and Identity	10 ECTS
Audio Tech & Techniques	10 ECTS
Software I: Professional Editing Platforms	10 ECTS
Writing for Screen Media	5 ECTS

Business

All Stage two business modules are delivered in common with modules running as part of the DBS BA (Hons) Business programme and are mandatory if learners choose this pathway.

Business	Credits
Digital Skills 2	5 ECTS
Maths and Stats for Business	10 ECTS
Business Context and Organisation	10 ECTS
Marketing Essentials	10 ECTS
Economic Perspectives	10 ECTS
Introduction to Business Finance	5 ECTS

Marketing

All Stage two arts modules are delivered in common with modules running as part of the DBS BA (Hons) Marketing programme and are mandatory if learners choose this pathway.

Marketing	Credits
Digital Skills 2	5 ECTS

Economic Perspectives	10 ECTS
Marketing Essentials	10 ECTS
Business Context and Organisation	10 ECTS
Maths and Stats for Business	10 ECTS
Digital Content Creation	5 ECTS

Accounting and Finance

All Stage two accounting and finance modules are delivered in common with modules running as part of the DBS BA (Hons) Accounting and Finance programme and are mandatory if learners choose this pathway.

Accounting and Finance	Credits
Digital Skills 2	5 ECTS
Principles of Accounting	10 ECTS
Economic Perspectives	10 CETS
Business Context and Organisation	10 ECTS
Business Maths and Research Methods	10 ECTS
Accounting Information Systems	5 ECTS

Law

All Stage two law modules are delivered in common with modules running as part of the DBS Bachelor of Laws (Hons) programme and are mandatory if learners choose this pathway.

Law	Credits
Introduction to Legal Research Skills	10 ECTS
Criminal Law	10 ECTS
Constitutional Law	10 ECTS
Legal Systems	10 CETS
Contract Law	10 ECTS

Brought together into the *Higher Certificate in Arts* programme, all of the elements, strands and stages described above form a useful, accessible and learner-centred educational experience that provides a pathway to further opportunities whilst also academically rewarding and challenging in its own right.

2.4 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L modes include:

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

Examples of T&L approaches include:

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

Examples of T&L Activities include:

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

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

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

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

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

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

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.

The assessment overview can be found below. An assessment schedule will be made available on the MSc Applied Psychology Noticeboard, which will list the due dates for all your assessments due over the academic year. Submission links on Moodle will be set to these dates and Moodle syncs with the student dashboard to provide a calendar of deadlines.

3.2 Assessment Schedule

The programme assessment strategy has been designed to ensure practical application of the core principles of the modules combined with appropriate theoretical underpinning and also to facilitate feedback, which consolidates the overall learning experience. At the start of each year, all learners are issued with an assessment schedule detailing all assessment points.

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

Stage	Module	ECTS	Assessment
1	Digital Skills	5	Continuous Assessment: 100% A portfolio of artefacts produced using digital skills: 100%
1	Contemporary Humanities	10	Continuous Assessment: 100% Project (literary anthology): 30% Written Assignment: 30% Oral presentation: 30% Participation: 10%
1	Contemporary Social Sciences	10	Continuous Assessment: 100% Writing task (essay or short questions): 30% In-class activities (incl. debates): 30% Written/oral presentation: 30% Participation: 10%
1	Economics and the World of Business	10	Continuous Assessment: 100% Business project (sub-divided as below): 90% Three written pieces: 20% each Presentation: 30% Participation: 10%
1	Film and Creative Media	10	Continuous Assessment: 100% Blog posts: 30% Critical Essay: 30% Self- Reflective Portfolio: 30% Participation: 10%
1	Academic Skills	10	Continuous Assessment: 100% Group Project and Presentation with self-critique: 25% In-class writing and maths tests: 40% Research Essay: 25% Reflective Diary: 10%
1	Careers Discovery	5	Continuous assessment: 100% Portfolio of employment related artefacts: 100%
Award	Critical Thinking Skills	10	20% Group Report 20% Group Debate 60% Individual Portfolio
General Arts Subject Pathway (elective)			
Award	Literature in the Modern World	5	Micro-critiques/Critical Journal 25% Creative Piece 25% Essay 40% Participation 10%
Award	Drama and Theatre: Page and Stage	5	Practical Project 100% Essay: 50% Theatre Review: 25% Rehearsed Reading: 25%
Award	War & Peace in the Twentieth Century I	5	Continuous Assessment: 100% Source Analysis Task: 45% Essay: 45% Participation: 10%
Award	Irish Life and Cultures	5	Continuous Assessment: 100% Essay 1: 25% Essay 2: 25% Presentation: 25%

			Debate: 25%
Award	Writing for College	5	Continuous Assessment: 100% Project 1: Outline, draft, essay and responses: 25% Project 2: Outline, draft, essay and responses: 25% Project 3: Outline, draft, essay and responses: 25%
Award	Introduction to Philosophy	5	Continuous Assessment: 100% Essay: 100%
Award	Introduction to Psychology	5	Individual essay: 50% Exam: 50%
Award	The Sociological Imagination	10	Continuous Assessment: Essay 20% Learning Journal 30% Final Examination 50%
Award	The Moving Image	10	Continuous Assessment: Blog – 10 Responses: 40% Research Essay: 60%
Award	Art & Architecture of Ireland	5	Continuous Assessment: 100% Visit response piece: 20% Art and Architecture essay: 40% Project Proposal: 10% Written group report: 25% AV presentation: 5%
Award	Ethics	5	Group Assignment: 100% Essay: 100%
Award	War & Peace in the Twentieth Century II	5	Continuous Assessment 50% Source Analysis Presentation: 20% Essay: 20% Participation: 10% Final Exam 50%
Award	Introduction to Communications	5	Mid-term essay draft: 20% Class presentation: 20% Final research essay: 50% Class participation: 10%
Award	Introduction to Statistics	5	Continuous Assessment: 100% Tests: 50% Essay: 20% Final Project: 30%
Award	Communication for Success	5	Continuous Assessment: 100% Business Letter: 20% Company E-Mail: 20% Short Formal Business Report: 20% Group Presentation: 40%
Award	Irish Literature	5	Continuous Assessment: 100% Project: 100%
Psychology Subject Pathway (elective)			
Award	Foundations of Biopsychology	5	Continuous Assessment: Biopsychological methods profile poster 50% In class Test 50%

Award	Foundations in Social Psychology	5	Continuous Assessment: In class written assessment 50% Essay 50%
Award	Psychological Foundations	10	Continuous Assessment: Academic poster 25% Engagement and reflection 25% Final Examination 50%
Award	Introduction to Psychoanalysis and the Unconscious	10	Continuous Assessment: Individual written report 50% Individual written report 50%
Award	Research Technique & Analysis 1	10	Weekly worksheets 20% In class test based on theory 30% In class test based on SPSS 50%
Award	Fundamentals of Cognitive Psychology	5	Continuous Assessment: Individual report 50% Final Examination 50%
Award	Developmental Psychology	5	Continuous Assessment: 50% Final Examination: 50%

Social Science Subject Pathway (elective)			
Award	Foundations in Social Psychology	5	Continuous Assessment: In class written assessment 50% Essay 50%
Award	The Sociological Imagination	10	Continuous Assessment: Essay 20% Learning Journal 30% Final Examination 50%
Award	Introduction to Social Research	10	Continuous Assessment: MCQ 20% Quantitative research proposal 40% Qualitative research portfolio 40%
Award	Psychology through the Lifespan 1	10	Continuous Assessment: In-class test 25% Presentation and short summary (500 words) write-up 25% Final Examination 50%
Award	Social Policy and Law for Social Care 1	10	Continuous Assessment: Essay 40% Class Test/MCQ 40% Written Class Reflection 20%
Award	Foundations in Criminology	5	Continuous Assessment Essay 100%
Film and Creative Media Subject Pathway (elective)			
Award	Professional Practice: the Creative Workplace	5	Continuous Assessment: Written Report 100%
Award	Principles: Light, Camera, Photography	10	Continuous Assessment: Critical research essay 40% Digital photo portfolio 60%
Award	Media & Identity	10	Continuous Assessment: Short Essay and Reflection: 25% Presentation and Report: 25%

			Blog Post: 25% Short Essay and Reflection: 25%
Award	Audio Tech & Techniques	10	Continuous Assessment: Audio recording 40% Multi-track recording 60%
Award	Software I: Professional Editing Platforms	10	Continuous Assessment: Rough Cut of Short Film 50% Final Cut of Short Film 50%
Award	Writing for Screen Media	5	Continuous Assessment: Treatment for short film 50% Script for short film 50%
Business Subject Pathway (elective)			
Award	Digital Skills 2	5	Continuous Assessment: Assignment using digital tools: 100%
Award	Maths and Stats for Business	10	Continuous Assessment: Assignment One 20% Assignment Two 20% Final Exam 60%
Award	Business Context and Organisation	10	Continuous Assessment: Group Business Plan: 50% Final Examination: 50%
Award	Marketing Essentials	10	Continuous Assessment: Individual Assignment 20% Group Assignment 50% In-Class Test 30%
Award	Economic Perspectives	10	Continuous Assessment: MCQ 40% Project (Case Study) 20% Final Examination 40%
Award	Introduction to Business Finance	5	Continuous Assessment: Group Report: 50% In Class Test 50%
Marketing Subject Pathway (elective)			
Award	Digital Skills 2	5	Continuous Assessment: Assignment using digital tools: 100%
Award	Economic Perspectives	10	Continuous Assessment: MCQ 40% Project (Case Study) 20% Final Examination 40%
Award	Marketing Essentials	10	Individual Assignment 20% Group Assignment 50% In-Class Test 30%
Award	Business Context and Organisation	10	Continuous Assessment: Group Business Plan 50% Final Examination: 50%
Award	Maths and Stats for Business	10	Continuous Assessment: Assignment One 20% Assignment Two 20% Final Exam 60%
Award	Digital Content Creation	5	Continuous Assessment: Digital Portfolio (Group) 60%

			Presentation of Digital Portfolio 40%
Accounting and Finance Subject Pathway (elective)			
Award	Digital Skills 2	5	Continuous Assessment: Assignment using digital tools: 100%
Award	Principles of Accounting	10	Continuous Assessment: Assignment 30% Final Examination: 70%
Award	Economic Perspectives	10	Continuous Assessment: MCQ 40% Project (Case Study) 20% Final Examination: 40%
Award	Business Context and Organisation	10	Continuous Assessment: 50% Final Examination: 50%
Award	Business Maths and Research Methods	10	Continuous Assessment: Continuous Assessment One 20% Continuous Assessment Two 20% Excel Project: 10% Final Examination: 50%
Award	Accounting Information Systems	5	Final Examination: 100%

Law Elective Pathway (elective)			
Award	Introduction to Legal Research Skills	10	Continuous Assessment: MCQs on Location and Citation of Sources 20% Assignment on Essay Drafting and Research 40% Group Problem Question Presentation 20% Reflective Journal 20%
Award	Criminal Law	10	Continuous Assessment: Practical Task 10% Problem Question 30% Final Examination: 60%
Award	Constitutional Law	10	Continuous Assessment: Assignment 40% Final Examination: 60%
Award	Legal Systems	10	Continuous Assessment: Assignment 20% Group Presentation 20% Final Examination: 60%
Award	Contract Law	10	Continuous Assessment: In-class assessment 20% Timed Essay Examination 20% Final Examination 60%

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2013.* Special regulations are defined on the course schedule. Where a learner is found to require additional learning supports, the Learner Support Coordinator 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

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 assessment 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 hand writing 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 Learner Supports Service 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 <u>required</u> 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 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 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 your Programme Coordinator
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 6 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 personalised timetables.

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

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

Section 4 Academic Calendar

The academic calendars can be found on the DBS website:
https://students.dbs.ie/academicoperations/academic-calendars

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

Section 5 Quality Assurance Handbook

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

5.1 Key Assessment Regulations

Quality Assurance Handbook – Key Assessment & Regulations Reminders

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

5.2 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 6 Conclusion

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

Enjoy your time at DBS!