Certificate in Global Business
NFQ Level 7, 30 ECTS

Programme Handbook

September 2023

Welcome – Céad Mile Fáilte

Welcome to DBS where we will help you realise your ambition. We have an international reputation for delivering a high-quality student experience and we will 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 outstanding 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!

Dr Tony Murphy
Academic Dean

Head of Academic Programmes

A New Home and a Sense of Community

The lecturers of Dublin Business School are excited to work with you in 2023. DBS is Ireland's largest private third level institution with more than 9,000 registered students in a diverse range of Film, Psychology, Business, Law and Arts courses at undergraduate and post-graduate level.

Irish society is very different to yours so I would ask you to keep an open mind and be receptive to these differences, seeing them as opportunities for your personal development. The richness of Europe is in its diversity. Ireland is part of that diversity.

DBS encourages you to collaborate with faculty and staff on research, creative and academic projects, and to share the results of your work with a wider audience and community of scholars.

This handbook will give you all the academic information you require for your course here in the Dublin Business School. If there is anything you would like us to clarify, do please let us know.

Finally, on behalf of the management team at DBS, all the teaching staff and myself, we all wish you an excellent and rewarding time with us.

Michael Kielty

Head of Department – Arts, Languages & Study Abroad

# Contents

Section 1: Programme Overview

1.1 Introduction:

Welcome to the *Certificate in Global Business* programme. This document provides you with the information you need to begin your programme. The programme is for study-abroad, one-semester students mainly from the continent of Europe and most likely from counties within the European Union (EU) or the European Economic Area (EAA). You are likely to be in your first four semesters of higher education studying business and related areas in one of DBS's partner colleges and universities. Our programmes have been operated successfully for 15 years and this programme is a 30 ECTS cohesive learning journey in an English-speaking environment for learners like you to gain global perspectives of business through learning of the interaction and application of Global business theories, concepts and methodology in the European Union in particular, Ireland specifically but also through the prism of global geo-political disruptions and changes.

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

1.2 Modules:

The content of the programme involves four core modules valued at 20 ECTS and a learner choice from a further six modules (each valued as 10 ECTS). Learners can choose one elective pathway to achieve 30 ECTS in total and the Quality and Qualifications Ireland (QQI) award of a *Certificate in Global Business*.
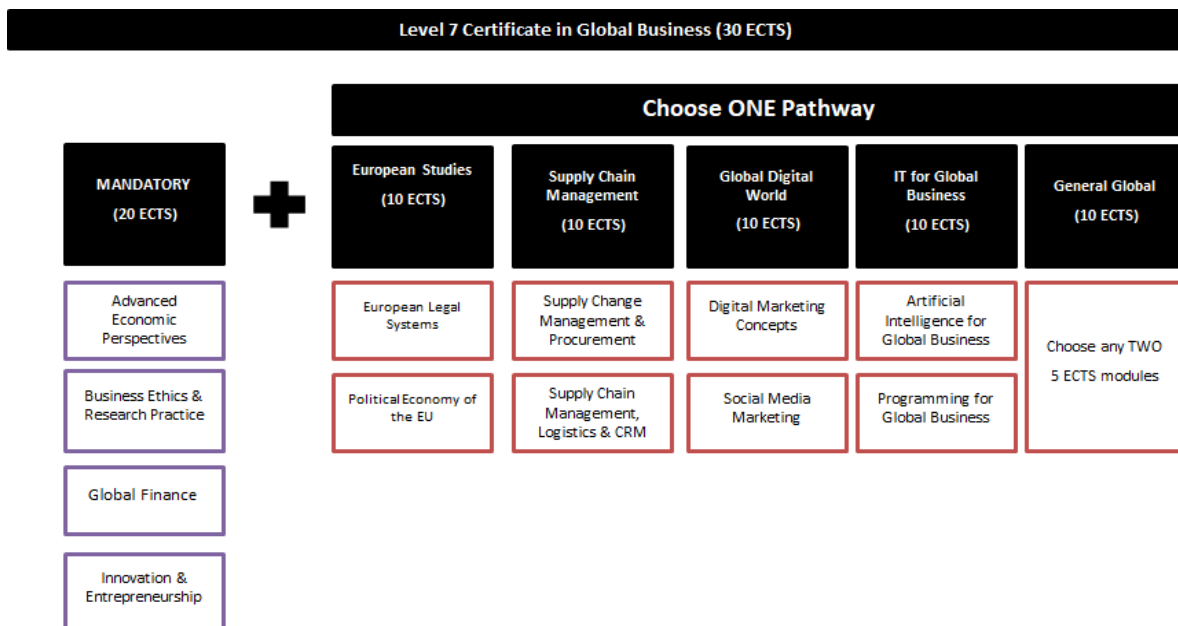
Core & Elective Modules

On the next page is a summary of each of the mandatory modules:

Advanced Economic Perspectives

The module is designed to give learners a deeper appreciation of the roots of political economic perspectives existing in the world today, in order to understand the free-market approach and the government interventionist approach of policy. Learners will also apply the theoretical frameworks provided in lectures to individual markets/industries and wider macro environments to enable them to develop a more sophisticated view of the political economic events taking

Innovation & Entrepreneurship

This module will assist learners to understand innovation and entrepreneurial techniques in the overall context of the business environment. The learner will explore skills related to creativity and problem solving that are applicable in today's contemporary VUCA marketplace. The skills and knowledge learned will not only aid the learners to think more creatively giving them the impetus to explore their entrepreneurial skill set but will develop skills that will improve their understanding of the contemporary business context.

This Global Finance

This course examines the system of markets and institutions for exchange of capital, money, and goods, in the global marketplace from a practitioner's point of view. It examines these from the perspective of a corporate investment in a cross border and cross currency business. Students will learn how to place a value on an international investment and how that value depends on conditions in the national economies that affect the investment. Learners will gain a solid understanding of the basic relationships between prices and rates in the global markets. The module applies our understanding about these relationships to the role of global finance and investment in global business enterprises. These concepts will be applied through discussion of case studies provided and by building spreadsheets to be used for analysis and concept application. In summary, the course is intended to give students interested in global financial issues a working knowledge of how global financial economic system analytics can be used to understand or forecast the effects of system changes on the value of private sector institutions. It is designed for learners interested in learning how to assess corporate investment decisions in the context of a global economy.

Business Ethics and Research Practice

The module will provide the environment to assist the learner to apply ethical principles in a given situation whether in business practice or in research. The importance of leadership and teamwork in relation to ethical practices will be appraised. Learners will be encouraged to scrutinise both Irish and international government legislations, policies, and company responsibilities in relation to ensuring ethical business and research practices. The module will be delivered using a combination of teaching and learning strategies including lectures, case studies, published research papers, and self-directed learning. In addition, the module will provide workshops enabling students to debate and apply their knowledge to practical business situations

Mandatory modules- descriptions

European Studies

European Legal Systems   Elective

The EU is an important actor on the international stage and represents a significant market. EU law influences a broad spectrum of current law and regulation, across both the public and private spheres in all Member States. This module provides learners with the opportunity to understand how laws affecting business operations within the EU are developed, how they operate within the national legal systems and how they are enforced by the courts.

Political Economy of the EU   Elective

This module will aim to examine the key issues in the political economy of the EU - from past to present state, focusing on a variety of analytical approaches. The module will concentrate on the foundational philosophy of the political economy of the EU, as well as the formations of the Economic and Monetary Union (EMU) - including past and current challenges. The module will also pay attention to the negotiation of Economic Partnership Agreements with outside countries, as well as the introduction of the Fiscal Treaty. Finally, the module will shed light on the current challenges of EU economic governance.

Supply Chain Management

Supply Chain Management & Procurement   Elective

Supply chain management is the management of the flow of goods and services and involves the active pathwaylining of a business or organisation's raw materials and supply-side activities in order to maximise customer value, experience and organisational profit. This enables business to gain a competitive advantage in the marketplace. This module will enable learners to understand the key aspects and processes of supply chain management in order to better achieve better business goals. It will offer learners the opportunity to acquire a new skill set that will enable them to work smarter to fulfil demand, drive customer value, enhance organisational processes and build network resiliency. This module is intended to provide learners with a practical understanding of supply chain management and the various aspects and roles within the supply chain that enable the maximisation of efficiencies and value in business.

Supply Chain Management: Logistics & CRM   Elective

This module aims to provide the learner with preliminary knowledge of the core components that make up logistics and supply chain management. These include supply chain objectives, the philosophy of supply chains, managing the flows (of materials, finance, and information within the supply chain), logistics and warehousing. Learners will also explore different supply chains from various industries/sectors and how to effectively manage complex relationships within the supply chain..

Global Digital World

Social Media Marketing   Elective

Social Media is a core activity in digital marketing, but seldom is given the attention it demands. Its merit for module selection is due to social media's extraordinary success in developing brands and businesses on a global scale. In keeping with the theme of the overall programme, this module with provide the learner with tangible skills in running social media accounts and how to utilise to best practise to achieve the goals and objectives of a global business. The learner will develop key insights into successful strategies to executive social media campaigns that provide a cutting-edge competitive advantage.

This module will teach learners tangible and employable skills that are practical and transferable in social media campaign management and optimisation.

Digital Marketing Concepts   Elective

The evolution of the Internet in our economy has transformed the marketing landscape. Learners in this module will explore from a consumer's perspective the fundamentals of marketing electronically. While the evolution of the Internet has created a renaissance of Marketing, new e- Marketing concepts have flourished for marketers to seize present and future opportunities using digital technologies. As part of this course learners will focus on a project where they will be encouraged to compare and contrast two companies' websites in an industry of their choice.

Artificial Intelligence for Global Business   Elective

IT for Global Business

Artificial Intelligence is the simulation of human intelligence by machines. Machines that exhibit human traits like learning and problem solving. In today's world, global businesses looking to gain an edge over their competition, use different forms of Artificial Intelligence to learn about their customers in an effort to improve their understanding of a customer's needs and wants. This module takes a deep dive into the area of Machine Learning, Data Mining and Statistics. Using tools including Jupyter Notebooks and Python, it goes through all stages, from model training to deploying models into a production, that a business requires to start harnessing the power of AI into their organisation. This programme will enable learners to demonstrate how Artificial Intelligence can be introduced into organisations in the form of Machine Learning. It will take them through the process of extracting data, using it to train models and using these models as part of the infrastructure of the organisation in order to take advantage of the benefits that Artificial Intelligence has to offer. This module has been designed for learners with non-cognate backgrounds and no technical knowledge or those with cognate background but lacking technical skills and knowledge. Thus, this module aims to introduce learners to the field of Artificial Intelligence with a focus on the area of Machine Learning. Beginning with an introduction to Python, the course takes learners through all the stages of the process, from gathering and processing data to using it to create Machine Learning models. It will demonstrate the benefits of using Machine Learning within an organisation.
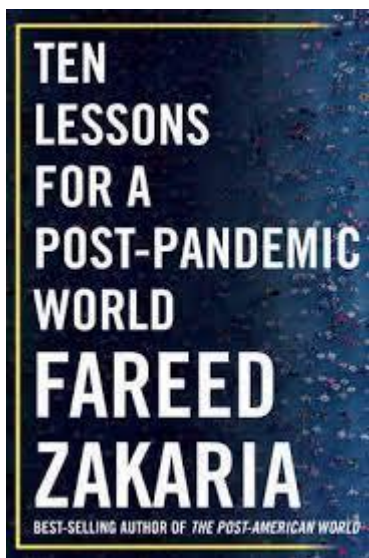
Programming for Global Business   Elective

Business Programming is imperative to any Information Technology programme. This course introduces the student to the concepts of programming. Students wanting to complete many of the 3rd year I.S. modules will need a foundation in Programming.

1.3 The Common Read

To integrate learning on the *Certificate in Global Business* you will participate in our Common Read initiative to learners enrolled on this programme. The Common Read initiative in DBS was established in 2011 and is essentially a topical, insightful text (or texts) that is read during a study programme together by learners and faculty with online or in-class discussions. For this programme iteration we propose the following Common Read 2022 text:

Zakaria, F., (2020), Ten Lessons for a Post-Pandemic World, W. W. Norton & Company, 1st edition

This text helps readers to understand the nature of a post-pandemic world: the political, social, technological, and economic consequences that may take years to unfold. Written in the form of ten lessons, covering topics from natural and biological risks to the rise of digital life to an emerging bipolar world order, Zakaria helps readers to begin thinking beyond the immediate effects of COVID-19. Ten Lessons for a Post-Pandemic World speaks to past, present, and future, and, while urgent and timely, is sure to become an enduring reflection on life in the early twenty-first century. (New York Times Bestseller, October 2020).

1.4 Assessment:

Each module has its own assessment regime and the breakdown of component assignments are listed here. It is important that you familiarise yourself with the format and number of assessments, assessment weighting, and due dates.

Module Name	ECTS	Assessment Breakdown	Weighting	Group/Individual
Advanced Economic Perspectives	5	Exam	50%	Individual
		Project	50%	Group
Global Finance	5	Exam	50%	Individual
		Company Report	50%	Group
Innovation & Entrepreneurship	5	Business Plan	80%	Group
		Poster Presentation	20%	Group
Business Ethics and Research Practice	5	Debate	40%	Group
		Project	60%	Group
European Legal Systems	5	Presentation	50%	Group
		EU Law Report	50%	Individual
Political Economy of the EU	5	Research Paper	100%	Group
Supply Chain Management & Procurement	5	Case Study Report	70%	Individual
		Presentation	30%	Group

Module Name	ECTS	Assessment Breakdown	Weighting	Group/Individual
Supply Chain Management, Logistics & CRM	5	Case Study analysis	60%	Group
		Presentation	40%	Group
Social Media Marketing	5	Project	80%	Group
		Presentation	20%	Group
Digital Marketing Concepts	5	Group Report & Presentation	50%	Group
		Examination	50%	Individual
Artificial intelligence for Global Business	5	Python Test	25%	Individual
		AI Project	75%	Individual
Programming for Global Business	5	Practical assignment 1	20%	Individual
		Practical assignment 2	40%	Individual
		Practical assignment 3	40%	Individual

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*).

1.5 Assessment Schedule:

The assessment schedule is published on Moodle. This 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. 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 end of year exams. Your goal is to achieve the highest mark possible in your assessment. The schedule for completion of the assignments for each module is listed here:

Semester 1 Week 1-12 (and Reading Week & Exam Week)												
Module	1	2	3	4	5	6	RW	7	8	9	10	11	12 Exam Week
Advanced Economic Perspectives											X		X
Global Finance												X	X
Innovation & Entrepreneurship										X			X
Business Ethics and Research Practice					X								X

European Legal Systems							X		X			
Political Economy of the EU										X		
Supply Chain Management & Procurement										X		
Supply Chain Management: Logistics & CRM												X
Social Media Marketing									X		X	
Digital Marketing Concepts							X				X	
Artificial intelligence for Global Business					X					X		
Programming for Global Business			X			X						X
									Mandatory; Elective RW = Reading Week		

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

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

● Complete ALL assessment components.
● Submit all assessments on time as indicated on the assessment specification.
● Complete all parts of each assessment.
● NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found here.
● Always ask your lecturer if you are not sure about any requirements, not your fellow students.
● Always complete the required number of questions in an exam.
● Practice writing out answers for end of term exams by doing previous papers, in particular practicing handwriting or typing answers (as per the exam format) to ensure that you are equipped to set out your answers within the format of the exam.
● Always write/type your ID number on any assessment or exam script.
● If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the Disability Support well in advance of any assessment or exam dates.

1.6 Feedback:

You will receive two kinds of feedback during your time studying in DBS. On completing your assignment after 10 working days you will receive summative feedback. This will contain a grade (e.g. 73%) and a written component outlining what you/the group did best, what improvements were needed to get a higher grade and advice on the next steps for your learning. This will refer to the Grading Criteria and marking schemes used.

You will also receive feedback on the way you are learning, the questions you ask and how you are working within the module from your lecturer. This is called formative feedback and you do not receive a grade. The purpose of this feedback is to point you in the right direction and to build your confidence, step by step. This is likely to happen almost every week and will be communicated directly to you, your group or class verbally and sometimes by email. You can reach out to your lecturer if you need more feedback on your progress at any time.

1.7 Grading Criteria:

DBS grades all work submitted by learners on a scale of 0-100 and grades are recorded in percentages. DBS does not use letter grades. The *DBS Grading Criteria* is criterion-referenced so your evidence of learning is measured against defined statements. Please note that your performance is not graded against the work of others or the class as a whole, and you can see the *DBS Grading Criteria* for your level 6 programme in the illustration below. In addition, each assessment will have a detailed marking criteria or breaks-down so you can see where the highest marks are allocated and what the assessment is testing so you can complete your assignments knowing what is expected of you.

1.8 Academic Impropriety:

Academic Impropriety' includes cheating, plagiarism, forgery, collusion or any attempt, whether successful or otherwise, to gain an unfair advantage in the examination or assessment process. Learners are advised that DBS takes cases of Academic Impropriety very seriously and will apply penalties up to and including expulsion from the College with no right to return, nor to a monetary refund. This policy applies to all programmes offered by DBS and the illustration below shows the types of activities you should not engage in.

DBS encourages communities of learning, the creation of learning partnerships, and authorised collaboration in assessment. However, all assessment tasks are to be entirely the work of the

individual submitting it unless stated otherwise. Any assessments found to contain work the same as, or similar to, that of another learner, past or present, will be considered to be the product of cheating or collusion, and therefore of Academic Impropriety, and penalties for Academic Impropriety will be applied as appropriate.

DBS believes there is no justification for impropriety and claims of stress, financial pressure, ill health or other such instances will not be accepted as justification for Academic Impropriety. Equally, lack of knowledge is not considered a suitable defence. Any learner who believes they are subject to pressure that is impacting their studies and their ability to satisfy assessment requirements is advised to consult Student Services, the Head of Department or module lecturer and request appropriate support or information on the options available to them.

Academic Impropriety is broadly defined as the intention to secure an unfair advantage through dishonest academic practice in the assessment process. Examples are given below, but this list is not exhaustive, and where any case of alleged or suspected dishonest practice to gain unfair advantage is brought to the College's attention, the procedure for Academic Impropriety will apply. For further information please refer to the DBS Quality Assurance Handbook for further information.

Please note that DBS uses text comparison software. *Ouriginal* text-matching software and all assessments submitted directly through Moodle are automatically submitted via Ouriginal and a report generated regarding similarities with other texts. Please note, DBS may change from Ouriginal to another equivalent software and in that event, this policy will apply in full.

1.9 Late Assignment & Extensions:

Any CA (Continuous Assessment) must be submitted through Moodle by the specified submission deadline, unless an IT issue has precluded this. Any IT issue must be documented and notified to the Programme Coordinator in advance of the submission date.

A penalty of two marks per day will be applied per day or part thereof for an ongoing failure to submit beyond the submission deadline. For the purposes of these penalties, a day is defined as any day of the week, including weekends and public holidays when the College may be closed. An examiner has the right to refuse to mark the assessment if the submission instructions have not been observed.

- Where a late assessment, submitted within 14 days of the deadline, is of a passing standard (i.e. would achieve more than 40% in the normal scheme of things), the late penalty is capped such that the minimum grade that can be awarded is 40% for the late submission.

- Where a late assessment is submitted more than 14 days after the deadline, it will receive 0%. The lecturer may, at their discretion, review the submission for feedback.

Where an assessment is undertaken in a group, the piece of work should be submitted in its entirety, and any penalty for late submission incurred applies to all group members. Any learner who becomes

aware that a group deadline will not be achieved through a lack of participation of another group member, should make this clearly known to the examiner in advance of the deadline.

Standard exclusions of agreed extensions or personal mitigating circumstances as recognised by the College will apply where these have been agreed in line with the appropriate policy and supported by the necessary independent evidence as applicable. This supporting evidence must be provided to the applicable Programme Coordinator in a timely fashion and include all appropriate documentation the learner wishes to have taken into account.

1.10 Examination Format:

Examinations are two hours in duration. You must arrive 15 minutes before the examination begins. You will receive email notification of the times, dates and duration of examinations in Week 7. In general, you are required to complete both compulsory and optional tasks in the examination. It is important that you read the instructions carefully and answer each question required. Details of the examination formats will be communicated to you by your lecturer in class and you will have access to past examination papers for reference. Please note the Academic Impropriety regulations (see *Section 1.8* apply to both examinations and continuous assessments).

1.11 Reassessment

You will have an opportunity to repeat assignments/examinations three more times, if you fail a module. Reassessment dates are notified to you by the Exams Office.

1.12 Group Work:

Where two or more learners present a joint assignment, then each learner in the group is required to submit and retain a copy of the entire assignment. Each member of the group will receive an individual grade for a group assignment. Where an assessment is undertaken in a group, the piece of work should be submitted in its entirety, and any penalty for late submission incurred applies to all group members. Any learner who becomes aware that a group deadline will not be achieved through a lack of participation of another group member, should make this clearly known to the examiner in advance of the deadline.

Where possible, continuous assessments are submitted through the online portal Moodle. The following steps are completed in order to submit online.

1. Learners complete a cover sheet which is added to the front of the assessment.
2. The learner then continues to the assignment submission area of the individual module page.
3. The learner uploads the file which contains their assignment.
4. Once the file has been uploaded the learner clicks the 'send for marking' button.
5. A message appears which states the following: *'By clicking on this button I am aware of the*

DBS policy regarding cheating, plagiarism and all other forms of academic impropriety. The coursework submitted is my own or my group's work and all other sources consulted have been appropriately acknowledged. I am aware that in the case of doubt, an investigation will be held.'

6. When the learner agrees to the above, there is a final option to submit the assignment they have uploaded. In advance of the final upload learners are advised to view the Ouriginal report that has been generated.

7. The learner will then see that their assignment has been submitted with the date and time displaying at the top of the page.

Groups / Student must submit:

● The final group report as specified below as an appendix to the main report. This is not included in the word count.
● A SINGLE word document incorporating:
● Minute notes of group meetings.
● A note from each individual group member specifying the precise nature of their contribution to the final product, and estimating the time involved. This will represent the agreed group position.
● The right is reserved to vary the grade awarded to individual group members should circumstances warrant.

Marks Awarded:

For each submission a group mark is awarded based on the marking criteria. An individual contribution mark is also awarded based on the extent and quality of their contribution.

1.13 Module Documentation:

For each of the six modules you will find further information on the learning outcomes, topics each week, the required readings, guest speakers, learning resources and assessment activities. In addition to this the module guide will outline online and on-campus supports available to you throughout your study in DBS.

Section 2: Rules & Regulations

2.1 Why Attendance is important?
Students with the highest attendance receive the highest grades. You are required to commit to full attendance at all courses, modules and related activities. Regular and punctual attendance is essential to successful academic achievement. You are responsible for managing your time to ensure satisfactory attendance is achieved.

2.2 Why Attendance is monitored?
Firstly, we want to make sure you are not hindering your academic progress. We encourage high attendance levels by investing substantial time and resources in tracking and following up on poor attendance. Attendance records are kept for all classes. It is your responsibility to comply with attendance monitoring processes and procedures, including electronic or paper-based systems.

Secondly, it is a legal requirement. There are strict regulations regarding the class attendance of non-EU learners. These regulations have been set by the Department of Justice and Equality, and are enforced by the Irish Naturalisation and Immigration Service (INIS). In keeping with official regulations, DBS enforces a strict attendance policy for Visa holding learners.

All international learners are required to attend classes to the levels specified by the Department of Justice and Equality and monitored by INIS. Full details of requirements can be obtained from INIS or through contacting the DBS International Office in Student Services. In addition, the following rules apply:

2.3 Illness

First and Second Day of illness
If you are ill, you must notify your Programme coordinator by email academicoperations@dbs.ie the very first day and on the second day. It is polite to also notify your lecturer.

Third or subsequent days of illness
If you are ill for more than two days, you are required to submit a medical certificate from a qualified registered medical practitioner. This will be taken into account when calculating their attendance rate. The medical certificate must be provided within 5 working days of the period of absence. Failure to do so may have implications for the status of international students with INIS. You are also required to attend meetings arranged by the college to investigate poor attendance records

Religious Observation:
Students can apply to the Head of Department – Michael Kielty michael.kielty@dbs.ie to be excused from class for designated observation of religious holidays. This must be done in advance in writing and by email.

Please Note: <u>Religious observation</u> is defined by days recognised in the Republic of Ireland as designated days of faith by statute.

Falsifying Attendance Records

Any attempts to falsify attendance records including, but not restricted to scanning cards of fellow learners, or requesting a fellow learner to scan your card when absent, is considered a disciplinary offence and will be referred to the Disciplinary Committee where penalties including dismissal from the College may be applied.

Queries about your attendance records

It is your responsibility to ensure accurate and honest recording of your attendance. Attendance is recorded on Moodle for you to view your record. You should check this record, ideally on a daily basis, and any discrepancies should be brought to the attention of the Programme Coordinator.

2.4 Punctuality & Behaviour

Learners are required to arrive for classes punctually and remain present for the duration of the class. Learners are required to actively participate in the class and follow the reasonable instruction of their lecturer.

Section 3: Key People in DBS

3.1 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 the 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:

- **Your Programme Coordinator**

  The Programme Coordinator is Danielle Fernandes. Danny is from Brazil. She has been working in Dublin for a number of years. Danny will provide administrative support to the Certificate in Global Business programme and ensure you are provided with full details of your programme of study. Danny is the first point of contact for you on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect your learning and for documentation you may need or DBS may need as part of your study-time here.

- **Study Abroad Experience Officer**

  Ryan O'Callaghan is the Study Abroad Experience Officer. Iris is an important person for your programme and will be meeting you Day 1 and organising co-curricular and social activities to complement the academic part of your programme. Ryan is also someone you can talk to if you have any social, emotional or homesick issue. Iris likes cups of coffee with students, and is always happy to listen.

- **Head of Department – Arts, Languages & Study Abroad**
  The Head of Department is Michael Kielty is from Dublin and has over 27 years of experience working with students from Ireland, Europe, USA and everywhere! He is responsibility for ensuring academic quality and standards for programmes (particularly in the areas of teaching, learning and assessment). He is the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. He works to ensure programmes contain high quality teaching and learning and he is committed to enabling strong academic outcomes.

3.2 Main Points of Contact for the programme

It is important that you know whom to contact in the first instance.

Query	Please Contact
Questions about Programme	Danny Fernandes danielle.fernandes@dbs.ie
Academic Queries	Michael Kielty michael.kielty@dbs.ie

Modules/Course/Assessment Queries	Your lecturer firstname.familyname@dbs.ie
Sports, clubs and societies	DBS Student Experience Department, 4th Floor Castle House student.services@dbs.ie
Attendance	Danny Fernandes academicoperations@dbs.ie

Section 4: Teaching & Learning

Your programme is planned to be taught onsite. This means are on site on DBS campus. This mode is on your timetable and you are expected to be at a certain place at a certain time to engage with guided learning. This section explains the different modes.

Live Online/ Synchronous (Zoom) sessions

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

OnDemand / Asynchronous content

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

Supported by VLE: Moodle

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

The **blended multimodal environment** allows for the most appropriate mode of delivery to be applied to different parts of the syllabus. Typically, the more theoretical content would be delivered through the OnDemand mode, with the discursive aspects of the syllabus more inclined to be delivered in the synchronous live online mode. Although, such discursive topics can also be considered in an in-class setting. The more practical and assessment driven parts of the syllabus can also be reserved for the in-class time. All in class and live online learning will be recorded and the resources made available to you through MOODLE.

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

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

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

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

FAQs

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 face to face, 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.

The text that appears on timetables is:

This programme is blended. This means you may have some face-to-face, on campus classroom delivery*, live online and on demand content. The face-to-face, on campus classroom delivery will be shown on your timetable. In addition, some classes are delivered as on demand content which means you may have videos and learning materials to engage with alongside your timetable. Please consult your Module and Assessment Guide and Moodle page for information, once the term has commenced. The timetable below is for indicative purposes only, e.g you might not have a live online or on campus class at the times noted below every week."

Section 5: Calendar

The academic calendars can be found on the DBS website here. It shows the term dates, as well as reading weeks, the Christmas break and the exam session, including the repeat exams.

ACADEMIC CALENDAR 2023/24

Undergraduate Programmes - September Intake

WEEK COMMENCING		NOTES
18 September 2023	Week 1 - Monday start	
25 September 2023	Week 2	
02 October 2023	Week 3	
09 October 2023	Week 4	
16 October 2023	Week 5	
23 October 2023	Week 6	
30 October 2023	Reading week	Bank Holiday Monday
06 November 2023	Week 7	
13 November 2023	Week 8	
20 November 2023	Week 9	
27 November 2023	Week 10	
04 December 2023	Week 11	
11 December 2023	Week 12	Exam & Assessment week + classes
18 December 2023	Christmas Break	
25 December 2023		

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Section 6 DBS Regulations and Quality Assurance

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

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

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

QAH Table of Contents

6.1 Key Assessment Regulations

Quality Assurance Handbook – Key Assessment & Regulations Reminders

LIMITED ASSESSMENT OPPORTUNITIES (*QAH* B.5.1.3)
Students generally only have FOUR (4) opportunities to complete a module successfully
If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt
Dissertation modules usually only allow TWO (2) opportunities.
Students who Exhaust their opportunities will be Withdrawn from their programme

PMCs (*QAH* B.4.3)
Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam.
PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting.
PMCs are not automatically approved.
PMCs require supporting evidence where available.

PMC FORM

LEARNER SUPPORTS

CAPPED MODULE GRADES (*QAH* 5.5.3)
A repeat attempt on a module incurs a capped mark of 40% on the overall module mark. The individual components may achieve the full grade, but for Transcripts and Award Calculations, a repeated module will be counted as achieving 40%.

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

Quality Assurance Handbook (2019)

LATE SUBMISSION PENALTY (*QAH* B.5.4)
Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline.
Submissions **will not be graded** if these are received more than 2 weeks after the original deadline.

ASSESSMENT EXTENSION REQUEST FORM

ACADEMIC INTEGRITY (*QAH* B.3.3)
Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified.
Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college.
The Library has classes and support guides on Academic Referencing, Urkund, etc.

LIBRARY SUPPORT - REFERENCING

APPEALS (*QAH* B.3.5)
Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results.
Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal.
Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal.
Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.

APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS

Section 7 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.

7.1 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 8 My Career

8.1 Student Careers

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

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

During your time in DBS, you will:

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

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

Section 9 My Student Life

9.1 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.

9.2 Class Reps

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

9.3 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.

9.4 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.

9.5 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.

9.6 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.

9.7 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.

9.8 DBS Library

Multiple supports can be accessed through the Library and Academic Hub. Multiple support classes are available. To see the range of support classes available, or to book a support class please visit the library page: https://libcal.dbs.ie/calendar?cid=-1&t=g&d=0000-00-00&cal=-1&inc=0

Section 10 My Health and Wellbeing

10.1 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.

10.2 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.

10.3 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.

10.4 The Student Engagement and Success Unit

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

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 2023/24. These include SESU Drop-in sessions – Tea & Talk, SESU Workshops for Numerical Skills, Academic Writing & IT Skills as well as Research skills & referencing delivered by our Award-Winning Library Team. Our Peer Mentor Programme also provides peer support across all programmes throughout the academic year.

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

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

Section 11 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!