



# Certificate in International Business

NFQ Level 6, 30 ECTS

## Programme Handbook

September 2022/23

## 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.

This year coming contains many significant challenges for higher education providers due to the COVID-19 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.

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**  
Dean



## A New Home and a Sense of Community

The lecturers of Dublin Business School are excited to work with you in 2022 and 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**



## Section 1: Certificate in International Business – Introduction



### 1.1 Introduction:

Welcome to the *Certificate in International Business* (Level 6, 30 ECTS) 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 study of business and related area in one of DBS's partner colleges and universities. Over the past sixteen-years, the programme has been operated successfully as a 30 ECTS cohesive learning journey in an English-speaking environment for learners like you to gain international perspectives of business through learning of the interaction and application of 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.

### 1.2 Modules:

The content of the programme involves five core modules valued at 25 ECTS and a learner choice from a further five modules (each valued as 5 ECTS). Learners can choose one elective to achieve 30 ECTS in total and the Quality and Qualifications Ireland (QQI) award of a *Certificate in International Business*.

As you can see from the figure overleaf, the four pillars of business (marketing, finance, management and economics) are the core of the curriculum. These pillars are supported by a project-type module titled *Enterprise & innovation*. In this module you will apply theories, concepts and learning from the core module to creatively apply to a new product or service you wish to bring to the market.

Core Modules	Electives Modules
The International Economy	Event Planning and Operations
Introduction to Business Finance	Digital Content & Media Tools
International Management Practice	Irish Society & Economics
Marketing Communication and Campaigns	Chinese for Beginners
Enterprise and Innovation	Spanish for Beginners

### *Core & Elective Modules*

Below is a summary of each of the mandatory modules:

#### **The International Economy (Mandatory)**

This module aims to give learners a broad understanding of global developments which are impacting the world's economy through the two prisms of stability and disruption. The main objectives of the course are to enhance our understanding of various economies of the world and their interdependence, and to analyse changing global financial and trade systems and agreement that underpin the international economy such as International Trade Agreements, CETA, The Brexit Agreement (and associated protocols), NAFTA and the Chinese Belt and Road Initiative and other geo-political concerns.

#### **International Management Practice (Mandatory)**

This module will provide students with a thorough appreciation of managing organisations internationally, along with an understanding of the different trajectories of current International Management thinking.

#### **Introduction to Business Finance (Mandatory)**

This module will introduce learners to the principles, concepts and techniques required to understand the core components of business finance and internal/external financial analysis. Students will develop a knowledge and understanding of finance in the key areas of financial reporting, budgeting, variance analysis, performance evaluation and the role of various stakeholders.

#### **Marketing Communication & Campaigns (Mandatory)**

This module will enable learners to examine advertising and promotions through the lens of integrated marketing communications. By blending and integrating advertising, promotions, and marketing communications together, learners will be equipped with the information they need to understand the process and benefits of successful IMC campaigns. Lectures will be the primary method of delivery, and will also include guest lectures from industry experts.

#### **Enterprise and Innovation (Mandatory)**

The overall aim of this module is to develop an awareness of the issues involved in international enterprise development while guiding learners (in groups and teams) in the development of a business plan for a proposed franchise business, and in doing so, encourage innovation and entrepreneurship. Secondly, learners will incorporate financial planning skills, awareness of international legal practices, local regulations as well marketing and management theories.

### *Mandatory modules- descriptions*

### Event Planning & Operations (Elective)

Event Planning offers varied and growing career opportunities ranging from planning a small business conference to master planning a major music festival. This module is designed to equip learners with the knowledge, experience and skills needed to plan an event which must be able to accommodate the wide variety of conditions – meteorological, cultural, economic, political, competitive and demographic-which may change and impact on an event. Event planning provides learners the opportunity to plan and deliver an event using their planning and project management skills, while gaining a fundamental understanding of the many challenges that event planners and managers face. The module covers key areas of event planning, using theories and processes of event management.

### Irish Society & Economics (Elective)

This module is designed to give international learners a comprehensive introduction to Irish society and economics. In doing so, the context for a study abroad semester in Ireland is provided. In essence, this interdisciplinary module explores key social, historical, cultural, political and economic forces that have shaped Ireland and its place in the world with particular emphasis on Ireland's position within the European Union. This is achieved by intersecting, for learners, economic policies and performance to the sectors of the Irish economy, the unique nature of Irish society, current debates, future challenges, international relationships and actors to society in action.

### Chinese for Beginners (Elective)

This module is designed to allow learners to broaden their exploration by learning Mandarin Chinese and considering the culture difference affection for communication. This module is divided into two parts; the first focusing on the basic grammar and vocabulary and how to apply them into a conversation; the second emphasising situational learning, implementing Mandarin to situations such as shopping and ordering food, where student can not only learn Mandarin but also understand how to communicate with native Chinese language speakers.

### Digital Content & Media Tools (Elective)

Digital literacy and content creation skills are key interdisciplinary skills for learners beginning a higher education programmes. This module will allow learners to become more critical consumers and producers of content for media. Firstly, Learners will create content for a website by understanding the basics of WordPress (web content management system), use Adobe Photoshop (photo editing software), Adobe InDesign (print and digital publishing software), Audacity (audio editing software), and Premier (video editing software) to create content message expression, and storytelling using digital media tools. Secondly, learners will create a fully functioning website creating a website and content use SEO (Search Engine Optimisation), use basic HTML editor, embed their audio and video and link through Social Media (Facebook, LinkedIn). In doing so learners will discover which content works and how social media and an organisations' digital strategies work (and don't work).

### Spanish for Beginners (Elective)

This module introduces students to the target language and its culture. Students will be helped to evaluate, monitor and take charge of their individual progress in improving their new acquired Spanish Language Skills. A number of background topics such as professions, work environment, describing people, work and leisure, climate change, education, culture, values, ethics and society, form the unifying themes which integrate the language activities into four kinds: reception (listening and reading), production (spoken and written), interaction (spoken and written) and mediation (translating and interpreting) as suggest by the CEFRL.

## *Elective modules- descriptions*

### 1.3 The Sustainable Development Agenda:

DBS and the programme team are committed to the sustainability of our society and as part of the European Union. In this programme you will be required to consider the sustainability goals, supports, and policies, initiatives of government agencies, of DBS and of enterprises as well as individual citizens as both citizens and consumers. We will be asking you to consider the seventeen United Nations sustainable development goals, as they relate both to the disciplines but also to enterprises and organisations you will study. We hope your research with us will help us to uncover new examples, methods and programmes that will help all of us to understand and build awareness of sustainable developments.

In class you will be presented with international examples that will bring to light the many positive examples of industries and companies who have applied these goals in a meaningful and sometimes creative way.

*The DBS Sustainability Society* is a club in DBS that we encourage you to join to meet like-minded students and to hear our guest speakers represent the wonderful work being done in Ireland. The Film Society will also host sustainable development-themed screenings to add a social and consciousness-raising dimension outside of the classroom.



*The DBS Sustainability Society* will be visiting your class in Week 1 to invite you into their club.



*The United Nations Sustainable Development Goals*



#### 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	Group / Individual
The International Economy (M)	5	CA1 – Group Presentation	25% Group
		CA2 – Mock interview	25% Group
		CA3 – Timed Essay	50% Individual
Introduction to Business Finance (M)	5	Group Report (analysis of the financial position of a real company)	50% Group
		In-class test	50% Individual
International Management Practice (M)	5	Case Study Report	50% Individual
		Examination	50% Individual
Marketing Communication & Campaigns (M)	5	Group Rebranding Assignment	50% Group
		Summative Exam	50% Individual
Enterprise and Innovation (M)	5	The Elevator Pitch - Research Proposal	10% Group
		Project Report	40% Group
		Project Presentation and / or Negotiations	40% Group
		Individual Reflections	10% Individual
Event Planning & Operations (E)	5	Organisation and evaluation of a live event	100% Group
Digital Content & Media Tools (E)	5	Individual In-Class Assignment (3 X 10%)	30% Individual
		Website Content Creation Presentation	70% Group
Irish Society & Economics (E)	5	Economics and Society in Action Report & Presentation	100% Group
Chinese for Beginners (E)	5	CA-Weekly assessment – Writing, listening & speaking	20% Individual
		CA- Speaking presentation – Writing & speaking	30% Individual
		Final Exam – Grammar, Reading & Writing	50% Individual
Spanish for Beginners (E)	5	Speaking Exercise	25% Individual
		Writing Exercise	25% Individual
		Proficiency Exam	50% 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 assessment. 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	Reading Week	7	8	9	10	11	12	Exam Week																
The International Economy (M)							X					X																		
Introduction to Business Finance (M)						X							X																	
International Management Practice (M)								X						X																
Marketing Communication & Campaigns (M)										X				X																
Enterprise and Innovation (M)	X												X																	
Event Planning & Operations (E)											X																			
Digital Content & Media Tools (E)			X			X							X																	
Irish Society & Economics (E)												X																		
Chinese for Beginners (E)					X				X					X																
Spanish for Beginners (E)									X					X																

(M) = Mandatory; (E) = Elective  
RW = Reading Week

- 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.
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the Disability Officer well in advance of any assessment or exam dates.

### 1.6 Feedback:

You will receive two kinds of feedback during your time studying in DBS. On completing of 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.

NFQ Level	Programme	Module Code & Name	Awarding Body
<b>6</b>			QQI
<b>Generic Learning Descriptors Assessed</b>			
Including: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states, comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.			
Percentage	Quality	Description of Criteria for Reference	
90-100	<b>SUPREME</b>	A Supreme performance demonstrates: work that provides evidence, not only of preparation and organisation of material, but also of originality and maturity in response. An exceptional ability to organise, analyse and present arguments fluently and lucidly. Highly-developed capacity for original, creative and logical thinking.	
80-89	<b>EXCEPTIONAL</b>	An Outstanding performance demonstrates: deep and systematic engagement with the question set, a comprehensive mastery of the subject matter; amply supported by evidence. Students demonstrate the ability to make logical, well supported arguments, broad knowledge and understanding of the topic as well as extensive reading.	
70-79	<b>EXCELLENT</b>	Excellent performance demonstrates: An excellent command of subject matter, evidence of informed and highly accurate discussion and well developed communication skills. Strong analytical skills; provides original perspective on subject matter.	
60-69	<b>VERY GOOD</b>	A very good performance demonstrates: Work that is well organised, and shows a solid understanding of the topic and an ability to develop an argument. Generally accurate, coherent and well structured. Appropriate issues have been identified and discussed.	
50-59	<b>GOOD</b>	A good performance demonstrates: A satisfactory grasp of the subject matter, but somewhat lacking in focus and structure. Main points covered in answer, but lacking detail. some development of argument. Ideas insufficiently supported by reference and characterised by omissions and minor errors.	
40-49	<b>ACCEPTABLE</b>	An acceptable performance demonstrates: a basic grasp of the main issues involved. Some evidence of factual knowledge but contains omissions and inaccuracies. Disorganised structure. Limited evidence of research and reading.	
30-39	<b>POOR</b>	A barely adequate performance demonstrates: Poorly organised expression; insufficient grasp of question or activity; very basic knowledge of subject matter but compromised by inaccuracies, omissions and major errors; lack of organisation and poor presentation, significant errors and irrelevancies	
20-29	<b>UNACCEPTABLE</b>	An unacceptable performance demonstrates: Unclear thought and inappropriate and disorderly expression; little grasp of question or task; misunderstanding of subject matter or activity; no organisation; high preponderance of major errors and irrelevancies.	
10-19	<b>IRRELEVANT</b>	A totally unacceptable performance demonstrates: nonsensical, off the point, repetition, aimless, worthless, absurd, illegible, meaningless. No grasp of the issues involved. Complete failure to address the question.	
0-9	<b>MINIMAL</b>	Rewriting of question, unintelligible writing, inappropriate commentary, not addressing question in any way	

### 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 supports 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. *Urkund* text-matching software and all assessments submitted directly through Moodle are automatically submitted via Urkund and a report generated regarding similarities with other texts. Please note, DBS may change from Urkund 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. Because of COVID-19 exams take place online and will be proctored by a proctoring platform, Mercer Mettl. 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 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 Urkund 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: Student supports**

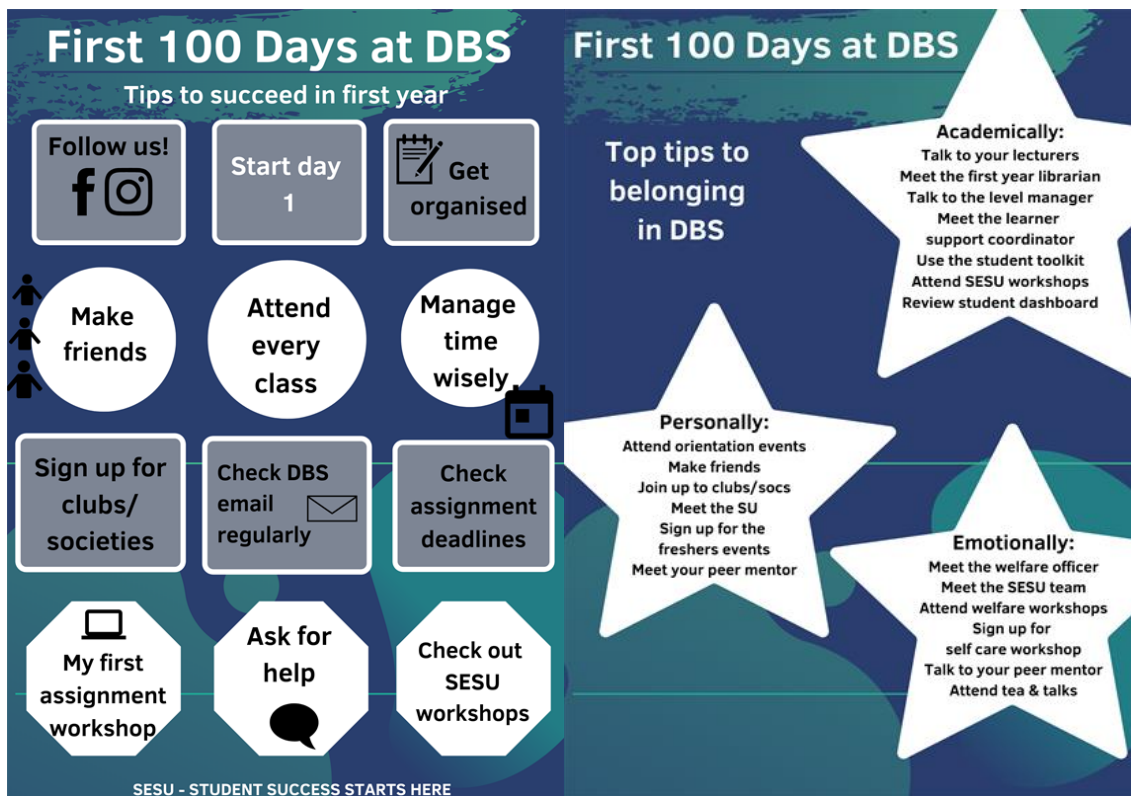
**Student Engagement & Success Unit (SESU):**

SESU hopes to ensure effective transition by supporting you in progressing to the appropriate course, settling into college life & succeeding as higher education learners. Initiatives to enhance transition include a number of talks including transition to third level education, health, wellbeing & resilience, nutrition and living in Dublin.

SESU also operate the [Student Success Toolbox](#). The aim of the Student Success Toolbox is to support transitions from thinking about study to the first weeks to increase retention and completion rates particularly for flexible learners.

The Student Success Toolbox project is supported by the *National Forum for Teaching and Learning Building Digital Capacity* fund.





### First 100 Days:

Your first 100 days are critical to adapting and thriving in college. Our support team has developed an award winning range of exciting experiences and interactive initiatives for students to enjoy early on in the academic year. This extensive twelve-week onboarding period is not only filled with important information as a new student, but students can also expect fun meet-up events and outdoor activities which offer opportunities to socialise, interact and explore in a safe way.

This allows you to enjoy meet-ups in person safely as well as having interactive online events that will allow you to become integrated into our college environment in a safe and purposeful way.

Throughout this period, you not only become orientated with our college environment, but you will also meet lots of new students too. You will get a chance to meet our various support teams such as the Student Experience Team, your Students' Union, SESU Team, Lecturers, Library staff, and our Careers Hub who all support students in developing the skills they need to succeed with their college journey. Here are the planned events for your first 100 Days in DBS.

### SESU Support Workshops

SESU welcome you to any of the following support sessions:

- SESU Academic Writing Resources

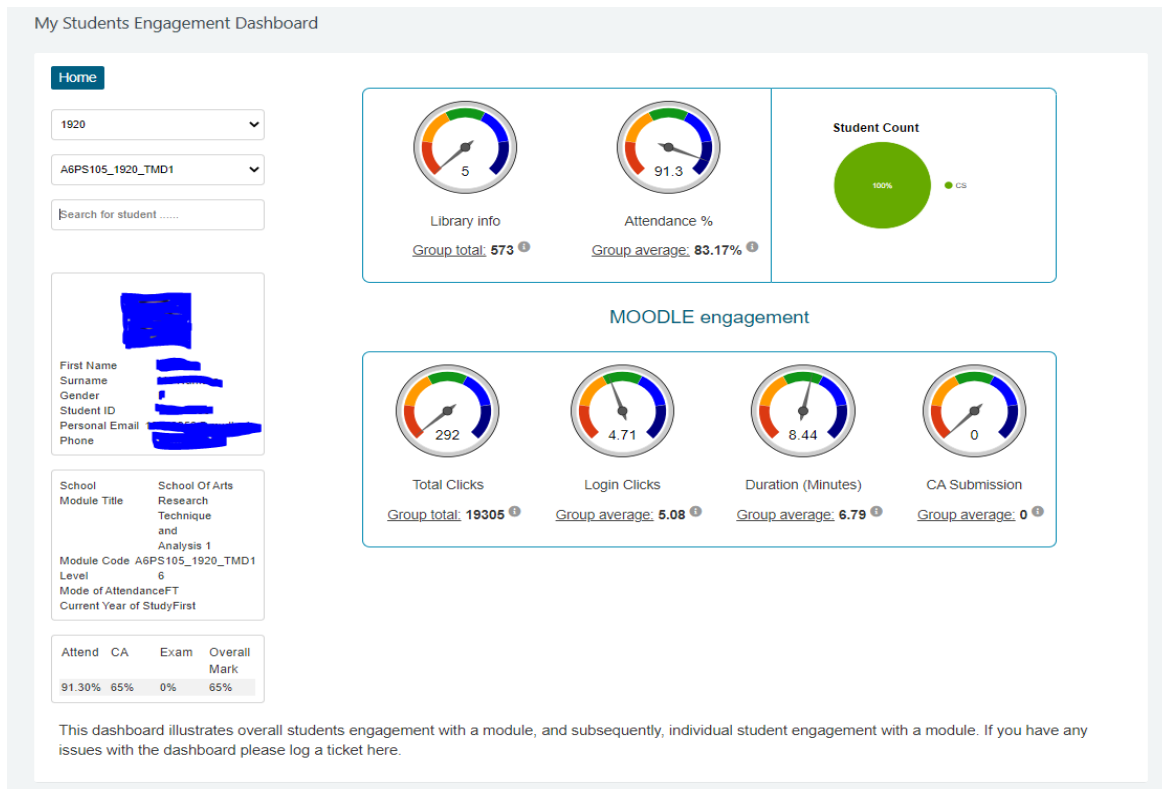
- SESU Numerical Skills
- SESU Digital IT Skills

### **My Student Engagement Dashboard**

SESU has developed an Early Alert Student Success report which comprises a variety of metrics, such as Moodle engagement, Library loans, CA submission, and class attendance, which are used to track student engagement. Many of these metrics subsequently 'push' into an engagement dashboard available to both staff and students at a programme and modular level via Moodle. As well as showing students their own engagement metrics, the student has also had the option to show the average metrics for their programme.



## My Student Engagement Dashboard



## Learner Supports Service

The purpose of the Learner Supports Service is to ensure that programmes and facilities are accessible to students with a disability or a specific learning difficulty. The Learner Supports Service aims to provide support for students with disabilities and to assist in their achievement of educational goals. Students with physical or learning difficulties, ongoing illnesses, short term illness or injury should register with the Learner Supports Service to ensure they receive the appropriate assistance during their studies. Students with disabilities or specific learning difficulties may be entitled to avail of a range of reasonable accommodations and supports including:

- Spelling and grammar waiver
- Extra time in exams
- Own room for exams
- Use of a Reader in exams
- Use of a human scribe in exams
- Use of a laptop in exams
- Extended Library loans
- One-to-one session with the Teaching Librarian
- Academic writing support
- Counselling

### Registering with the Learner Supports Service

We encourage students with disabilities and specific learning difficulties to register with the Learner Supports Office as early as possible in order to avail of supports and accommodations. We recommend that:

- Students should contact the Learner Supports Service to make an appointment to discuss their requirements.
- Students must produce a professional assessment of their disability. The Learner Supports Coordinator will put in place the required accommodations.
- The Learner Supports Coordinator will maintain strict confidentiality unless permitted to disclose information to faculty.
- Students may liaise with the Learner Supports Coordinator throughout their time in DBS.

All students who register with the Learner 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. Please note that students at private colleges are not entitled to apply to the Fund for Students with Disabilities which is administered by the Higher Education Authority (HEA) to cover the cost of expensive accommodations, such as classroom assistants, sign language interpreters, assistive technologies, etc. Dublin Business School will endeavour to meet the needs of students within these constraints.

## Section 3: Rules & Regulations

### 3.1 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.

### 3.2 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:

### 3.3 Illness

#### First and Second Day of illness

If you are ill, you must notify your Programme coordinator by email [manuela.ruiu@dbb.ie](mailto:manuela.ruiu@dbb.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@dbb.ie](mailto:michael.kielty@dbb.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:** Religious observation 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.

## **3.4 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 4: Key People in DBS

### 2.1 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](#). Manuela is from South America. She has been working in Dublin for a number of years. Danielle will provide administrative support to the [Certificate in International Business](#) programme and ensure you are provided with full details of your programme of study. Manuela 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.

- **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.



### 2.2 Main Points of Contact for the programme

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

Query	Please Contact
<b>Questions about Programme</b>	Danielle Fernandes <a href="mailto:danielle.fernandes@dbs.ie">danielle.fernandes@dbs.ie</a>
<b>Academic Queries</b>	Michael Kielty <a href="mailto:michael.kielty@dbs.ie">michael.kielty@dbs.ie</a>

<b>Modules/Course/Assessment Queries</b>	Your lecturer <a href="mailto:firstname.familyname@dbs.ie">firstname.familyname@dbs.ie</a>
<b>Sports, clubs and societies</b>	DBS Student Experience Department, 4 <sup>th</sup> Floor Castle House <a href="mailto:student.services@dbs.ie">student.services@dbs.ie</a>
<b>Attendance</b>	Danielle Fernandes <a href="mailto:danielle.fernandes@dbs.ie">danielle.fernandes@dbs.ie</a>

## Section 5: 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. However, due to restrictions imposed by COVID you may also be taught using different modes. 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 International 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 6: 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.

## **Section 7: 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>

### **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.

## 7.2 Key Assessment Regulations

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

<p><b>LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3)</b> Students generally only have FOUR (4) opportunities to complete a module successfully If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt Dissertation modules usually only allow TWO (2) opportunities. Students who Exhaust their opportunities will be Withdrawn from their programme</p>	<p><b>PMCs (QAH B.4.3)</b> Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam. PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting. PMCs are not automatically approved. PMCs require supporting evidence where available.</p>	 
<p><b>CAPPED MODULE GRADES (QAH 5.5.3)</b> 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%.  <b>If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.</b></p>		<p><b>LATE SUBMISSION PENALTY (QAH B.5.4)</b> 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 <b>will not be graded</b> if these are received more than 2 weeks after the original deadline.</p>
<p><b>ACADEMIC INTEGRITY (QAH B.3.3)</b> Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified. Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college. The Library has classes and support guides on Academic Referencing, Urkund, etc.</p>	<p><b>APPEALS (QAH B.3.5)</b> 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. <b>Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal.</b> Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.</p>	
		



## Section 8: Conclusion

We hope you have found the programme handbook helpful. If you have any queries, please contact your Head of Department or Programme Coordinator. Contact details are in Section 4 of this handbook.

**Enjoy your time at DBS!**