



Diploma in FinTech

Programme Handbook

2025/26

Foreword

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

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. Our campus is in Dublin's city centre 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!

Richard

Richard Barry
Chief Academic and Innovation Officer

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Section 1 Programme Information

Welcome Message from the Academic Director

Welcome, Hello, and a very warm welcome to Dublin Business School. My name is Richard O'Callaghan, and I am the Academic Director for your finance programme.

You have made the right choice in deciding to study at Dublin Business School. DBS has built on a reputation of “Excellence through Learning” and we pride ourselves on our ability to design and deliver programmes which are academically rigorous and innovative whilst ensuring they meet the demands of an ever-changing global business community. All faculty members are experienced tutors who are specialists in their chosen field. As well as being highly qualified academically, they also bring a wealth of industry experience to the classroom. Our tutors are actively engaged in consultancy and research and this feeds directly into your learning experience.

I look after the undergraduate programmes which include the BA (Hons) in Accounting and Finance, and the postgraduate programmes, the MSc in Financial Analytics and the MSc in Financial Technology. I work closely with your Programme Coordinator and your lecturers. Some examples of areas that I can assist with include:

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

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

<https://students.dbs.ie/academicoperations/student-handbooks>

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

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

Best wishes to you all!

Richard

Academic Director for Accounting and Finance

1.1 Programme Administration

If you have any questions or concerns about any aspect of your course, or a problem relating to any aspect of your time here at DBS you should contact your Academic Director 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:

- **Academic Director**

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

- **Assistant Academic Director**

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

- **Programme Coordinators**

Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.

- **Module Leader**

The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment and completion of the module. Module leaders work hard to ensure a high quality teaching and learning experience for all students.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Erika Kettle	students.dbs.ie/dashboard/sccm
Academic Director	Brenda Muldowney	richard.ocallaghan@dbs.ie

1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: firstname.lastname@dbs.ie. This is an indicative list and is subject to change.

Module Title	Module Leader
Diploma in FinTech	TBD

There are also other valuable points of contact and support in DBS such as Student Services, the Student Engagement and Success Unit, [Student Welfare and Support](#), IT Helpdesk and the award winning [DBS Library](#). The [DBS website](#) will contain more information on these and other great DBS services and supports. Students can contact us through students.dbs.ie/dashboard/sccm where they will be met with the Student Help Form. This creates a request or ticket which is monitored by the teams.

Section 2 Programme Details

2.1 Aims of the Programme

This introductory programme has been developed to help learners begin to develop the skills and attributes employers in the financial services industry require from FinTech graduates. The focus has been refined to develop learning outcomes that focus on the skills gap identified by prospective employers in the evolving financial services industry.

The programme is designed to provide learners with the ability to critically assess the ongoing implementation of FinTech in the financial services industry, through exploring how FinTech can be used to find solutions to complex real-world problems. The programme will specifically focus upon the digitisation of financial services, and the evolution of innovative technologies.

The programme focuses on practical skills in core areas such as the role of capital markets, quantitative financial modelling, treasury risk management, international financial reporting, and advanced financial management. Its aim is to create a critical understanding of core accounting, financial and quantitative principles, whilst also enhancing the practical technical skills of the learners.

The programme incorporates personal and professional development within modules to enhance learners' employability, which will enable them to integrate seamlessly into an organisation by addressing skills such as leadership, self-management, and teamwork that are essential in the financial services sector. Research Methods focuses on a literature review, research techniques, and their application to financial services and how applied research and innovation are linked. These modules will inform the learner's Dissertation or Applied Research Project, which requires the production of a traditional written thesis or an artefact.

Guest lectures from industry and the financial services sector will be invited to participate in each module. Approx. 2–3 hours will be devoted to domain experts in each module. Where appropriate, industry visits will be organised.

The programme provides a wide range of transversal or core soft skills as well as vocational skills or practical skills that are continuously developed and challenged, ensuring the learner leads and initiates activity, both individual and group. This thus leads to organisational success and solidarity with others in a corporate and societal context in an innovative, sustainable, and ethical way.

The specific programme objectives are as follows:

1. Introduce learners to the core financial decision-making concepts and to provide learners with an understanding of the inter-related nature of financial markets and services in a Fintech context.
2. Allow learners to develop a holistic overview of the diverse Fintech ecosystem and to expose learners to the accelerating digital transformation of financial services.
3. Introduce learners to a range of FinTech technologies including Distributed Ledger Technologies, Data Analytics in Finance, Application Programming Interfaces (APIs), Mobile Technologies and Artificial Intelligence.

4. Provide learners with an understanding of the impact of regulation on FinTech and Financial Services.
5. Develop the learners' awareness of the broadening intersection of financial services and technology.

Overall, the programme aims to create in learners an understanding of financial technology, developing learners' understanding of the demands of the changing environment through up-to-date and in-depth knowledge of FinTech, whilst also providing valuable and necessary practical skills in this field.

2.2 Programme Learning Outcomes

Upon successful completion of the programme, learners will be able to:

1. Apply the core concepts in financial decision making.
2. Define the key dynamics of financial markets and financial service marketplaces.
3. Discuss the scope of the Fintech ecosystem and identify its key drivers.
4. Apply an awareness of the impact of distributed ledger technology, data analytics, and Application Programming Interfaces (API's).
5. Analyse the utilisation of mobile technologies and artificial intelligence in financial services.
6. Breakdown the impact of the key regulations on FinTech.
7. Appreciate the evolution of existing technologies and emergence of new technologies in the FinTech environment.

2.3 Programme structure

WEEKS	TOPIC	RESOURCES / REFERENCES	CONTACT HOURS / INDEPENDENT HOURS
1	Introduction to financial services: <ul style="list-style-type: none"> - The financial services environment. - Key drivers of change in financial services. - Overview of the FinTech ecosystem. - Types of services. - Case Studies. 	Blend pre-recorded, live webcast & live tutorials, and directed e-learning materials/content	3 hours contact and 2 hours self-directed.
2	Principles of Finance and Marketplace Fundamentals: <ul style="list-style-type: none"> - Capital and the capital markets. - Equity versus debt funding. - Capital Asset Pricing Model. - Case Studies. 	Blend pre-recorded, live webcast & live tutorials, and directed e-learning materials/content	3 hours contact and 2 hours self-directed.
3	Digital transformation in financial services and the rise of open banking: <ul style="list-style-type: none"> - Utilising technology in financial services. 	Blend pre-recorded, live webcast & live tutorials, and directed e-learning materials/content	3 hours contact and 2 hours self-directed.

	<ul style="list-style-type: none"> - Opening banking as a facilitator of technological advances in financial services. - Case Studies. 		
4	Distributed Ledger Technology (DLT): <ul style="list-style-type: none"> - Introduction to and key features of DLT. - Blockchain and bitcoin. - Developments outside the blockchain. - Case Studies. 	Blend pre-recorded, live webcast & live tutorials, and directed e-learning materials/content	3 hours contact and 2 hours self-directed.
5	DLT - tokenisation and alternative uses: <ul style="list-style-type: none"> - Introduction to tokenisation. - Fungible Tokens versus Non-Fungible Tokens (NFT's). - Web 3.0. - Case Studies. 	Blend pre-recorded, live webcast & live tutorials, and directed e-learning materials/content	3 hours contact and 2 hours self-directed.
6	Data Analytics in Finance: <ul style="list-style-type: none"> - Risk Management and Fraud Detection. - Investment strategies and performance analysis. - Analysing and forecasting. - Case Studies. 	Blend pre-recorded, live webcast & live tutorials, and directed e-learning materials/content	3 hours contact and 2 hours self-directed.
7	Application Programming Interfaces (API's): <ul style="list-style-type: none"> - APIs bridging technologies in FinTech. - Benefits of APIs in FinTech. - Common uses. - Case Studies. 	Blend pre-recorded, live webcast & live tutorials, and directed e-learning materials/content	3 hours contact and 2 hours self-directed.
8	Mobile Technologies: <ul style="list-style-type: none"> - Transformation of financial services delivery and access. - Uses for mobile technology. - Mobile Technologies and financial inclusion. - Case Studies. 	Blend pre-recorded, live webcast & live tutorials, and directed e-learning materials/content	3 hours contact and 2 hours self-directed.
9	Artificial Intelligence (AI) 1: <ul style="list-style-type: none"> - Automation and efficiency. - Market impact. - Enhancing customer experience. - Case Studies. 	Blend pre-recorded, live webcast & live tutorials, and directed e-learning materials/content	3 hours contact and 2 hours self-directed.

10	Artificial Intelligence 2: - Utilising AI to enhance data analytics. - AI for risk management and fraud detection. - Future developments. - Case Studies.	Blend pre-recorded, live webcast & live tutorials, and directed e-learning materials/content	3 hours contact and 2 hours self-directed.
11	Regulation: - Regulatory frameworks. - Specific requirements. - Global trends in FinTech regulation. - Case Studies.	Blend pre-recorded, live webcast & live tutorials, and directed e-learning materials/content	3 hours contact and 2 hours self-directed.
12	Developments in FinTech: - The evolution of existing FinTech solutions. - The evolution of new FinTech solutions. Case Studies.	Blend pre-recorded, live webcast & live tutorials, and directed e-learning materials/content	3 hours contact and 2 hours self-directed.

2.4 Awarding Body and NFQ Level

This programme is not on the [National Framework of Qualifications \(NFQ\)](#), a framework for the development, recognition and award of qualifications in Ireland. Learners on this programme will receive a diploma from DBS.

2.5 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L modes include:

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

Examples of T&L approaches include:

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

Examples of T&L Activities include

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

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

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

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

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

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

Section 3 Assessment

3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity. Assessment types will include practical, continual assessment, reports, group activities and exams.

It is important that you familiarise yourself with the format and number of assessments, assessment weighting, and due dates. These are published in the Module Guide which is available on [Moodle](#). An Assessment Brief is also published for each individual piece of continuous assessment. This will give details on the format, weighting, and due date, as well as set out what task you are required to complete in the assignment. It also gives the marking scheme for each assignment, and you should use this to guide your completion of the assignment.

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

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

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

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

- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Disability Support](#) well in advance of any assessment or exam dates.

3.2 Assessment Brief

CA1 - Research Report and Recorded Presentation	
Module Title:	Diploma in FinTech
Module Code:	BOFT001
Module Lecturer:	X
Method of Assessment:	Research Project and Recorded Presentation
Percentage (%) Weighting:	70%
MIMLO's Assessed:	1, 2, 3, 4, 5
Individual or Group:	Individual
Issue Date:	Week 2
Submission Date:	Week 10
Feedback Date:	Week 12
Requirements:	
<p>Identify Firm You are required to identify a company that is prominent in the development and deployment of FinTech. This can be a start-up, an incumbent in the financial services industry, or any other organisation with a significant presence in FinTech. It is important that you verify that there is sufficient public information available on the firm before making your final choice.</p>	
<p>Notify Lecturer Once you have chosen a company you should immediately email your choice to your lecturer. No student will be allowed to research and report on the same company, and in the event that a learner has already emailed the lecturer with the same company as you have chosen you will be required to select a different company. Any failure to follow this procedure will result in a mark of 0% for the assessment.</p>	

Research Project

For your chosen company you are required to apply the learning from this programme to undertake a review of the FinTech activities of the company and produce research report meeting the following requirements:

Structure:

- Title Page
- Introduction
- Discussion of the sources for your research
- Research method applied
- Findings / Results
- Discussion and Conclusion
- References

Length

- 2,000 words (+ / - 10%) plus appendices

Analysis to Include:

- Key features of business model
- Nature of the innovation(s) involved
- The firms financial performance
- Notes on regulatory issues and compliance
- Competitors in the Market

Recorded Presentation

Required:

You are required to produce and record a presentation outlining the approach and the results of your research on your chosen FinTech firm. The presentation should be between 3 and 7 minutes long and should have a clear structure, effective and relevant graphics and be creative while at the same time having appropriate academic rigour.

Suggested Presentation Structure:

1. Introduction (one slide)
2. Brief overview of company analysed (1-2 slides)
3. Findings of your research under their respective headings (4-6 slides)
4. Discussions and Conclusions (2-3 slides)

It is recommended that you keep your slides visual, using the minimum text that is needed to get your message across.

Details on how to record in a PowerPoint presentation can be found at:

- <https://support.office.com/en-ie/article/video-record-presentations-2570dff5-f81c-40bc-b404-e04e95ffab33>

Details on how to record the screen of a Windows computer can be found at:

- <https://support.microsoft.com/en-us/office/microsoft-clipchamp-screen-recorder-e98d8791-2b82-4dc7-889a-959724e3cbad>

Details on how to record in a Keynote presentation on a Mac can be found at:

- <https://support.apple.com/en-ie/guide/keynote/tan81813d552/mac>

Details on how to record the screen of an Apple computer can be found at:

- <https://support.apple.com/en-ie/102618>

CA2 - Reflective Learning Journal

Module Title:	Diploma in FinTech
Module Code:	B0FT001
Module Lecturer:	X
Method of Assessment:	Reflective Learning Journal
Percentage (%) Weighting:	30%
MIMLO's Assessed:	1, 2, 3, 4, 5
Individual or Group:	Individual
Issue Date:	Week 2
Submission Date:	Week 12
Feedback Date:	Week 14

Requirements:

The function of the reflective journal is to provide the student with an opportunity to reflect on what they have learned both in terms of the formal material delivered during the Programme, and the self-directed work undertaken.

Reflections may include:

- Summaries of the work undertaken
- Reflections on what you have done well during the programme and what you would like to have done better
- Explaining how you have applied what you have learned while you have been developing your answer to CA1 and this CA

- Reflecting on what you found beneficial throughout your learning experience
- Outline amendments that you have made to your approach as you have proceeded through the Programme

Topic: Introduction to financial services (10 Marks)

What did you learn from this topic?

What surprised you?

What do you think that you can bring from this area of learning to your current programme, future career and / or future more broadly.

Any other comments or reflections

Lecturer Marks for this Section (Max 10)

Topic: Principles of Finance and Marketplace Fundamentals (10 Marks)

What did you learn from this topic?

What surprised you?

What do you think that you can bring from this area of learning to your current programme, future career and / or future more broadly.

Any other comments or reflections

Lecturer Marks for this Section (Max 10)

Topic: Digital transformation in financial services and the rise of open banking (10 Marks)

What did you learn from this topic?

What surprised you?

What do you think that you can bring from this area of learning to your current programme, future career and / or future more broadly.	
Any other comments or reflections	
Lecturer Marks for this Section (Max 10)	
Topic: Distributed Ledger Technology (DLT) (10 Marks)	
What did you learn from this topic?	
What surprised you?	
What do you think that you can bring from this area of learning to your current programme, future career and / or future more broadly.	
Any other comments or reflections	
Lecturer Marks for this Section (Max 10)	
Topic: DLT - tokenisation and alternative uses (10 Marks)	
What did you learn from this topic?	
What surprised you?	
What do you think that you can bring from this area of learning to your current programme, future career and / or future more broadly.	
Any other comments or reflections	
Lecturer Marks for this Section (Max 10)	
Topic: Data Analytics in Finance (10 Marks)	
What did you learn from this topic?	

What surprised you?	
What do you think that you can bring from this area of learning to your current programme, future career and / or future more broadly.	
Any other comments or reflections	
Lecturer Marks for this Section (Max 10)	
Topic: Application Programming Interfaces (API's) (10 Marks)	
What did you learn from this topic?	
What surprised you?	
What do you think that you can bring from this area of learning to your current programme, future career and / or future more broadly.	
Any other comments or reflections	
Lecturer Marks for this Section (Max 10)	
Topic: Mobile Technologies (10 Marks)	
What did you learn from this topic?	
What surprised you?	
What do you think that you can bring from this area of learning to your current programme, future career and / or future more broadly.	
Any other comments or reflections	
Lecturer Marks for this Section (Max 10)	
Topic: Artificial Intelligence (AI) (20 Marks)	

What did you learn from this topic?	
What surprised you?	
What do you think that you can bring from this area of learning to your current programme, future career and / or future more broadly.	
Any other comments or reflections	
Lecturer Marks for this Section (Max 20)	
Topic: Regulation (10 Marks)	
What did you learn from this topic?	
What surprised you?	
What do you think that you can bring from this area of learning to your current programme, future career and / or future more broadly.	
Any other comments or reflections	
Lecturer Marks for this Section (Max 10)	

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.

3.3 Reassessment

Reassessment must assess the same learning outcomes as the prescribed assessment, and therefore all reassessments will conform in structure and subject matter to the original assessment, with the scope of group assessments being reduced as appropriate for individual assessment.

3.4 General Submission Requirements

1. All assignments must be submitted no later than the stated deadline (date and time).
2. Assignments submitted after the latest deadline specified (including any approved extension deadline) are considered late and penalised according to the [Quality Assurance Handbook \(QAH\) Part B Section 5.2.2.6](#) as follows:
 - A penalty of 2 marks will be applied per day or part thereof (including weekends and public holidays) for an ongoing failure to submit beyond the submission deadline.
 - An examiner has the right to refuse to mark the assignment if the submission instructions have not been observed.
 - Where a late assessment is submitted within 14 days of the deadline, and is of a passing standard, 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 the assessment is undertaken in a group, the piece of work should be submitted in its complete entirety, and any penalty for late submission incurred applies to all group members.
3. Extensions to assignment submission deadlines will not be granted, other than in exceptional circumstances. To apply for an extension please go to <https://students.dbs.ie/dashboard/SCCM> and open a ticket.
4. All relevant provisions of the Assessment Regulations must be complied with (see [QAH B.5](#)).
 - Students are required to refer to the assessment regulations in their Programme Handbook, and on the [Student Website](#).
 - Dublin Business School penalises students who engage in academic impropriety (i.e. plagiarism, collusion and/or copying, ghost writing/ essay mills, improper use of Generative Artificial Intelligence software).
 1. Refer to the College's [Generative AI Guidelines HERE](#) for further information.
 - Guides on referencing are available on the Library website: <https://libguides.dbs.ie/referencing>
 - Text-matching analysis software is integrated in Moodle to generate a report regarding the degree of text-matching in a submission.
5. Students are required to retain a copy of each assignment submitted, until the issuing of a transcript indicating the mark awarded and the closure of the Appeal period (2 weeks following the release of final results).
 - Results can only be appealed following the release of final results, and the Appeal form must be submitted to the Exams Office within the Appeal period.
 - An appeal must be based on valid grounds (see the Appeals Policy QAH B.3.5), dissatisfaction with a grade is not sufficient grounds for an appeal.
 - Assignments must be appropriately packaged and presented.

- All assignments should be submitted to your subject/course page on Moodle by the deadline date.
 - Where a submission involves digital media (i.e. formats other than Word, PowerPoint or PDF), it is the submitting students' responsibility to ensure the media is appropriately labelled, fully working and they must retain a copy.
 - Components of an assessment which are not included in the final submission cannot normally be subsequently accepted for grading. It is the student's responsibility to ensure their file is uploaded correctly.
 - Include an electronic **cover sheet** with the following details to the front of the assignment (see below).
6. Assignments that *breach* the word count requirements will be penalised. *There is a 10% discretion, either way, applicable in terms of word count.*
7. When you submit your assignment you will be asked to click on a button which will declare the following:

By ticking this box I am confirming that this assignment/exam is all my own work. Any sources used have been referenced.

I have read the College rules regarding plagiarism in the QAH Part B Section 3 and understand that penalties will be applied accordingly if work is found not to be my own. All work uploaded is submitted via TurnItIn, whereby a text-matching report will show any similarities with other texts.

3.6 Useful links and tips

Door codes for Bow Lane are available at Reception desks.

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

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

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

3.7 Use of generative AI

DBS operates a 5-level guidance policy for learners regarding their utilisation of Generative AI (for example Chat GPT) by a learner in assessments. The level authorised for the assessments on this module are:

- **Level 2** - AI Assisted Idea Generation and Structuring.

More detail of the levels:

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
NO AI	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI-ASSISTED EDITING	AI TASK COMPLETION, HUMAN EVALUATION	FULL AI
The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. AI must not be used at any point during the assessment.	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. No AI content is allowed in the final submission.	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. AI can be used, but your original work with no AI content must be provided in an appendix.	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated

3.8 Grading Criteria

CA 1 - Research Report and Presentation (70%)

Grade Band	Less than 40% Unfulfilled	40% or above but less than 50% Sufficient	50% or above but less than 60% Good	60% or above but less than 70% Very Good	70% or higher Outstanding	Notes
Content and Analysis	Fails to demonstrate understanding of FinTech strategy or key concepts are inaccurate or missing.	Basic understanding with limited detail; lacks depth or application to case.	Demonstrates sound understanding and partial application of key FinTech concepts.	Clear and accurate analysis integrating key frameworks; shows critical insight.	Demonstrates excellent understanding, critical analysis, and synthesis of frameworks and perspectives.	
Application to Real-World Case	Minimal or no connection to industry or real-world context.	Some application but lacks clarity or relevance.	Relevant application with reasonable examples.	Strong, relevant, and detailed examples linked to best practice.	Demonstrating advanced understanding of contemporary FinTech Issues.	

Presentation and Communication	Disorganised or unclear; poor structure; minimal engagement.	Adequate structure but lacks flow or confidence; limited visual support.	Well-structured and clear delivery with some engagement.	Confident, fluent, and engaging delivery using clear visuals.	Exceptionally professional delivery; demonstrating excellent visual and verbal clarity.	
Reflection	Reflection is absent or superficial.	Basic reflection.	Good reflection demonstrated.	Thoughtful reflection on learning.	Deep reflective insight.	

CA 2 - Reflective Learning Journal

Grade Band	Less than 40% Unfulfilled	40% or above but less than 50% Sufficient	50% or above but less than 60% Good	60% or above but less than 70% Very Good	70% or higher Outstanding	Notes
Content and Analysis	Fails to demonstrate meaningful reflection.	Basic reflection with limited detail.	Reflects on all key FinTech concepts.	Reflection shows critical insight.	Reflection demonstrates excellent understanding.	
Presentation and Communication	Disorganised or unclear; poor structure; minimal reflection.	Adequate reflection with limited structure and flow.	Well-structured and clear reflection.	Strong, relevant, and detailed examples reflected on.	Exceptionally professional reflection.	
Reflection	Reflection is absent or superficial.	Basic reflection.	Good reflection demonstrated.	Thoughtful reflection on learning.	Deep reflective insight.	

Section 4 Academic Calendar

The [Academic Calendars](#) can be found on the DBS website.

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

Section 5 DBS Regulations and Quality Assurance

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

The Quality Assurance Handbook is on the DBS Student website [here](#) and there is a link to it on every Moodle page under **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

- [A.1 Governance](#)
- [A.2 Overarching Policies](#)
- [B.1 Learner Admissions](#)
- [B.2 Learner Supports](#)
- [B.3 Learner Conduct, Appeals and Complaints](#)
- [B.4 Programme Participation](#)
- [B.5 Assessment Regulations](#)
- [B.6 Examination Boards and Award Classifications](#)
- [C.1 Learning and Teaching](#)
- [C.2 Programme Development and Review](#)
- [C.3 Transnational Collaborative and Joint Awards](#)

5.1 Key Assessment Regulations

Quality Assurance Handbook – Key Assessment & Regulations Reminders

<p>LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3) Students generally only have FOUR (4) opportunities to complete a module successfully If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt Dissertation modules usually only allow TWO (2) opportunities. Students who Exhaust their opportunities will be Withdrawn from their programme</p>	<p>PMCs (QAH B.4.3) Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam. PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting. PMCs are not automatically approved. PMCs require supporting evidence where available.</p>	<p>PMC FORM</p> <p>LEARNER SUPPORTS</p>
<p>CAPPED MODULE GRADES (QAH 5.5.3) A repeat attempt on a module incurs a capped mark of 40% on the overall module mark. The individual components may achieve the full grade, but for Transcripts and Award Calculations, a repeated module will be counted as achieving 40%. If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.</p>	<p>Quality Assurance Handbook (2019)</p>	<p>LATE SUBMISSION PENALTY (QAH B.5.4) Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline. Submissions will not be graded if these are received more than 2 weeks after the original deadline.</p> <p style="text-align: center; background-color: #0070c0; color: white; border-radius: 15px; padding: 5px;">ASSESSMENT EXTENSION REQUEST FORM</p>
<p>ACADEMIC INTEGRITY (QAH B.3.3) Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified. Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college. The Library has classes and support guides on Academic Referencing, Urkund, etc.</p> <p style="text-align: center; background-color: #0070c0; color: white; border-radius: 15px; padding: 5px;">LIBRARY SUPPORT - REFERENCING</p>	<p>APPEALS (QAH B.3.5) Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results. Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal. Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal. Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.</p> <p style="text-align: center; background-color: #0070c0; color: white; border-radius: 15px; padding: 5px;">APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS</p>	

5.2 Programme Specific Regulations

Research Considerations

It is a requirement of the College that all learners engaging in research within the College sign a declaration to confirm that they have read and understood the *DBS Ethical Guidelines for Research with Human Participants*.

Students or staff working with children must complete Garda Vetting in advance of ethical approval and are advised to conduct the Children's First E-Learning course, an online course provided by Tusla. A copy of the certificate of completion is required for consideration for ethical approval.

Section 6 Supporting Student Success

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

6.1 The Learner Charter

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

Section 7 My Career

7.1 Student Careers

The DBS Careers Team 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 8 My Student Life

8.1 Peer Mentor Programme

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

8.2 Class Reps

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

8.3 Student Council

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

8.4 Student Entertainment

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

8.5 Social

College life is about much more than just education. Through our broad range of clubs and societies, our students get to enjoy the full student experience, which extends beyond lectures and exams. The DBS Campus is Dublin City Centre, and we use all of the extra-curricular and recreational opportunities that our unique location offers. DBS recognises that clubs and societies are key to enhancing and enriching a student's experience while in college. We, therefore, encourage all of our students to get involved. Besides doing something that they love and enjoy, they will meet new friends with similar interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders

it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

8.6 Societies

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

8.7 IT Helpdesk

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

8.8 DBS Library

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

Section 9 My Health and Wellbeing

9.1 Counselling Services

DBS offers a free confidential counselling service for all students. This is provided through our counselling partners, MyMind.ie, ensuring confidentiality and a guaranteed appointment with a counsellor within 72 hours. Since COVID-19 these are all provided via on-line and video link services. In order to access counselling please email the [Student Welfare Officer](#) who will arrange to meet with you and discuss your needs in a sympathetic and confidential manner.

9.2 Disability and Inclusion

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

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

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

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

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

9.3 Student Well-Being Programme

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

9.4 The Student Engagement and Success Unit

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

this transition, so if learners are having difficulty settling into college or simply making a start in their programme, SESU is there to help.

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 2025/26. These include SESU Drop-in sessions – Tea & Talk, SESU Workshops for Numerical Skills, Academic Writing & IT Skills, as well as Research skills & referencing delivered by our Award-Winning Library Team. Our Peer Mentor Programme also provides peer support across all programmes throughout the academic year.

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

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

Section 10 Conclusion

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

Enjoy your time at DBS!