



# Bachelor of Arts (Hons) in Sustainability Management

Level 8, 180 ECTS

Programme Handbook

2025/26

## Foreword

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

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

We offer programmes across a range of disciplines from business to data science and business analytics, marketing to psychology and psychotherapy, and from accounting and finance through law, arts, and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and delivering an 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 through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

*Lori*

Lori Johnston

Academic Dean

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## Section 1 Programme Information

### Welcome Message from the Academic Director

Hello and a very warm welcome to Dublin Business School. My name is Rita Day, and I am the Academic Director for your business programme.

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

DBS has built on a reputation of "Excellence through Learning" and we pride ourselves on our ability to design and deliver programmes which are academically rigorous and innovative whilst ensuring they meet the demands of an ever-changing 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 Marketing and the postgraduate programmes, the MSc in Marketing, and the MSc in Management Practice. I work closely with your Academic Administrator and your lecturers. Some examples of areas that I can assist with include:

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

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

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive via Moodle. We hope you enjoy your time with us here at 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 at [Tanya.Zubrzycki@dbs.ie](mailto:Tanya.Zubrzycki@dbs.ie) if you have any questions.  
Best wishes to you all for a great year!

*Tanya*

**Tanya Zubrzycki**  
**Acting Academic Director - Business, Law, and Marketing**

## 1.1 Programme Administration

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

- **Programme Coordinator**

Academic Administrators 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, and personal mitigating circumstances (PMCs) that may affect their learning.

## 1.2 Main Points of Contact for the programme

Position	Name	E-mail
Programme Coordinator	Chisom George	<a href="https://students.dbs.ie/dashboard/sccm">students.dbs.ie/dashboard/sccm</a>
Programme Level Manager	Daniel Molnar	<a href="mailto:daniel.molnar@dbs.ie">daniel.molnar@dbs.ie</a>

## 1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: [firstname.lastname@dbs.ie](mailto:firstname.lastname@dbs.ie)

*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](https://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

The BA (Hons) in Sustainability Management is a three-year full-time or four-year part-time programme that aims to provide you with the fundamental skills of business and create a diversity of cross-enterprise skills necessary in today's competitive and evolving market. Sustainability as a perpetual topic, has become an integral part of today's business operations and management, and the recent rise in public awareness about the United Nations' Sustainable Development Goals (SDGs) 2030 has cultivated a strong level of interest in the subject.

The BA (Hons) in Sustainability Management programme aims to provide learners with the knowledge, skills, and mindset necessary to address global sustainability challenges, as well as creating and maintaining sustainable operations in the public, commercial and not-for-profit sectors. Moreover, the decision to align the curriculum of this proposed BA (Hons) in Sustainability Management programme with the 17 United Nations Sustainable Development Goals (SDGs) is rooted in the recognition of the urgent need to address global sustainability challenges. By integrating the SDGs into our curriculum, we aim to provide students with a comprehensive understanding of the interconnected nature of sustainability issues and empower them to contribute meaningfully to achieving the SDGs.

This interdisciplinary approach allows students to explore the social, environmental, and economic dimensions of sustainability and develop the knowledge, skills, and mindset required to tackle complex problems. By aligning with the SDGs, we ensure that our graduates are equipped with the necessary tools to make a positive impact in areas such as poverty eradication, climate action, sustainable cities, responsible consumption, and many more. We believe that by integrating the SDGs into our curriculum, we can foster a generation of sustainability professionals who are capable of driving transformative change and shaping a more sustainable and equitable future.

The specific programme objectives are as follows:

1. Equip learners with an understanding of the theory and principles underlying sustainability development and sustainability management in a business context.
2. Advance in learners an appropriate expertise in the major aspects of sustainability, and an awareness of core disciplines.
3. Develop a range of key interpersonal skills, characteristics and attitudes to learners to work professionally, individually and in a team.
4. Cultivate in learners a range of key skills, personal qualities and attitudes essential to support progression to a career in business or to further academic study.
5. Develop a learner's capacity to organise diverse information, arguments, and conclusions and present them in a clear coherent way.
6. Relate sustainability principles, concepts and theories and frameworks to a wide range of business and industry settings.
7. Understand the various functions of sustainability management and demonstrate this awareness by producing a multi-faceted and innovative business strategy.
8. Enable learners to apply their learning through in their professional lives reflecting their professional and personal development.

The programme enables the learner to commence their career in business as well as underpinning further business postgraduate studies.

## 2.2 Programme Learning Outcomes

On successful completion of the Bachelor of Arts (Honours) in Business programme graduates will be able to:

MIPLOs	Learning Outcomes
<b>MIPLO1</b> <b>Knowledge - Breadth</b>	Demonstrate an in-depth understanding of essential knowledge, theoretical models and principles within the core aspects of sustainability management and how they relate to the environment, social equity, and economics.
<b>MIPLO2</b> <b>Knowledge - Kind</b>	Evaluate data and information derived through an interdisciplinary approach to ensure relevant new knowledge is continually incorporated to enhance sustainable business planning and decision making.
<b>MIPLO3</b> <b>Know-How and Skill Range</b>	Appraise the role of sustainability management in problem solving within organisations in the face of a challenging economic environment.
<b>MIPLO4</b> <b>Know-How and Skill-Selectivity</b>	Evaluate the organisational competencies and resources for sustainable solutions and apply problem-solving skills to define an optimal management strategy, with consideration given to social impact.
<b>MIPLO5</b> <b>Competence-Context</b>	Display an in-depth understanding of the inter-relationships between social, environmental and economic business functions and processes and their role in global sustainable development.
<b>MIPLO6</b> <b>Competence- Role</b>	Demonstrate interpersonal, negotiation and leadership skills and the ability to build successful teams for creating and maintaining sustainable operations for social impact.
<b>MIPLO7</b> <b>Competence- Learning to Learn</b>	Generate awareness of business ethics and the three pillars of sustainability to continuously analyse complex issues impacting global business and advocate sustainable solutions.
<b>MIPLO8</b> <b>Competence-Insight</b>	Classify concepts of communication and cognitive, inter-organisational relationships, environmental awareness, resilience, governance and empathy.

## 2.3 Programme Structure

Stage label	Stage synopsis
1	<p>Stage 1 will provide learners with knowledge of relevant disciplines such as Introduction to Sustainability and SDGs, along with business-essential modules such as Business Context and Organisation, Economics and the World of Business, and Marketing Essentials. Learners will also learn skills relevant to professional practice such as sustainability concepts, frameworks, context, etc. The Applied Sustainability Project modules 1, 2 and 3 are strategically designed across three stages within the BA (Hons) in Sustainability Management programme.</p> <p>As part of the first-year experience, the Soli tests will be used (offering open access multi-choice sustainability tests, benchmarking sustainability literacy levels of students). At the end of year one students will achieve a certain level to see if their understanding of sustainability has grown.</p>
2	<p>Stage 2 will build on the knowledge developed in Stage 1 in Sustainable Business, Sustainable Marketing Practices, Management, Digital Business Solutions, and International Economics. In addition, learners will gain an understanding of principles of professional practice, specifically Business Ethics and Research Practice, Project Feasibility, Sustainability Regulation and Compliance, and Applied Sustainability Project 2.</p>
Award	<p>Stage 3 will complete learners' instruction in Environmental Protection and Eco-social policies, Leadership in Sustainable Enterprises, Supply Chain Sustainability, Strategic Management, Green Finance, Human Resource Management, Business &amp; Society, and Applied Sustainability Project 3 (Capstone). The Capstone project at stage 3 allows learners to synthesise their accumulated knowledge and skills and provides a platform to reflect on their learning and progress over the course of the programme.</p>

## 2.4 Other Relevant Programme Information

Modules Summary:

Module No.	Module Title
1.	Business Context and Organisation (10 ECTS)
2.	Marketing Essentials (10 ECTS)

3.	Economics and the World of Business (10 ECTS)
4.	Sustainability 101 (10 ECTS)
5.	SDGs Literacy (10 ECTS)
6.	Applied Sustainability Project 1 (10 ECTS)
7.	Management (10 ECTS)
8.	Project Feasibility (5 ECTS)
9.	Business Ethics and Research Practice (5 ECTS)
10.	Digital Business Solutions (10 ECTS)
11.	Sustainable Marketing Practices (5 ECTS)
12.	Sustainable Business (5 ECTS)
13.	International Economics (5 ECTS)
14.	Sustainability Regulation and Compliance (5 ECTS)
15.	Applied Sustainability Project 2 (10 ECTS)
16.	Green Finance (10 ECTS)
17.	Strategic Management (10 ECTS)
18.	Human Resource Management (10 ECTS)
19.	Leadership in Sustainable Enterprises (5 ECTS)
20.	Supply Chain Sustainability (5 ECTS)
21.	Business and Society (5 ECTS)
22.	Environmental Protection and Eco-social Policies (5 ECTS)
23.	Applied Sustainability Project 3 (10 ECTS)

**Module Outlines (all mandatory):**

Stage label	Module title	ECTs	Module synopsis
1	Business Context and Organisation	10	<p>Business Foundations in Context is an introductory business module for students in year 1, level 6, of a level 8 honours degree. It introduces students to analysis and understanding of the external Business Environment/Business Context in which businesses need to operate and survive and helps them to understand the impact of external environmental factors on the organisation's strategy and success. It introduces the Internal business environment and its impact, and seeks to familiarise students with core business functions, Operations, Finance and Human Resources Management, (Marketing is covered in a different module). With the functions, the module aims to examine the contribution of, and the concerns of, the various functional areas and sample out some practical skills. This module seeks also to introduce concepts of organisational change, ethics and entrepreneurship. It provides a thorough underpinning foundation for subsequent business/management modules.</p>
1	Marketing Essentials	10	<p>This module introduces the learner to marketing concepts and theories whose key objective is to provide a comprehensive foundation within the marketing subject area. Lectures will be the primary method of delivery. These are supported by tutorials to facilitate further discussion of material and guidance for self-directed learning. Guest lecturers will be invited to offer seminars to develop the learners' understanding of current practices in marketing-led organisations. An array of level-appropriate case studies, docu-series, and e-clips will be shown to learners to demonstrate various marketing scenarios across domestic, and international SMEs and large Brands. An intranet site exists for the module where supplementary material and appropriate relevant links will be available. Classes are designed to be interactive with a strong emphasis placed on application.</p>
1	Economics and the World of Business	10	<p>This module provides an introduction to fundamental concepts that are essential to understanding the complexities faced by businesses in the modern world. It familiarises the learners with economic and legal concepts and principles relevant to the development of a business.</p>

Stage label	Module title	ECTs	Module synopsis
			<p>This module provides learners with the knowledge, skills, and competencies to understand the business world and to discover the areas in which they want to develop personally. In addition, the module prepares the learners for the modern workplace.</p>
1	Sustainability 101	10	<p>This module aims to provide students with a holistic understanding of sustainability in the context of real-world problems at an introductory level, enabling them to critically assess all aspects of a sustainable world encompassing the environment, society, and economy. As a fundamental basis for the sustainability subject learning, this module also incorporates ‘Learning to Learn’ content to help students develop both theoretical and analytical research skills in the sustainability subject area, which can benefit them both professionally and personally. It covers a wide range of sustainability topics to aid the learners in better understanding the subject at an intersection of society, environment, and economy. Throughout the module study, the students will develop critical thinking skills and a systems thinking mindset for sustainability-related issues, thus navigating the challenges our world faces and being able to understand both organisations and individuals hold accountability for a sustainable future.</p>
1	SDGs Literacy	10	<p>The United Nations' 17 Sustainable Development Goals (SDGs) are a global call for all stakeholders to eradicate poverty, protect the planet and secure the right and privilege for people to live in peace and prosperity. This module aims to develop learners’ SDGs literacy by providing an introductory overview of the SDGs concepts and the relevant tools to evaluate SDGs in a business context.</p>
1	Applied Sustainability Project 1	10	<p>The Applied Sustainability Project modules 1, 2 and 3 are strategically designed across the three stages within the BA (Hons) in Sustainability Management programme. This progressively structured curriculum ensures that learners undertake an applied sustainability project at each stage, fostering practical application and skill development.</p>

Stage label	Module title	ECTs	Module synopsis
			<p>The Applied Sustainability Project 1 module is focused on Sustainability Audit and Baseline Assessment. It supports learners' in-depth understanding of sustainability auditing principles in assessing environmental, social and economic impacts and developing a reference point for future comparison. Learners are introduced to various data sources, measurement techniques, and statistical analysis methods commonly used in sustainability assessment. Emphasis is placed on evaluation of the current organisational competencies and resources for sustainable solutions and applying problem-solving skills to define an optimal management strategy, with consideration given to social impact. The module utilises independent research, quantitative analysis, and verbal defence as tools to equip learners with a range of transferable skills and prepare them for both professional practice and post-graduate study.</p>
2	Management	10	<p>This module introduces the learner to the nature of management and advocates the importance of good managerial practice in contemporary organisations. The module is designed to explain the integrative nature of managerial functions. The module identifies how their environment affects organisations and how organisations in turn create change, through innovation and adapt to their local and global environments. Learners will be encouraged to understand how management has evolved and continues to be influenced by institutional and cultural factors. The module places an increased emphasis on corporate governance, ethics, data mining for performance management, entrepreneurship, innovation, change management and operations and supply chain management.</p>
2	Project Feasibility	5	<p>This module equips students with the essential skills to initiate and plan sustainable projects effectively. This module underscores the critical role of feasibility studies in project management, emphasizing the importance of assessing project resources, including human, physical, and financial assets. It highlights how thorough feasibility analysis and informed planning are foundational to successful project execution. Additionally, the module</p>

Stage label	Module title	ECTs	Module synopsis
			<p>introduces learners to the significance of time as a valuable resource and provides them with key tools and techniques for effective project planning and business case justification. Covering various aspects such as technical, economic, financial, environmental, and social impact assessments, this module aims to provide a comprehensive understanding of project feasibility. Through the lens of real-life projects, students will learn to build sustainable business cases, manage project risks, establish sustainability metrics, and monitor performance, thus preparing them to navigate the dynamic environment of project management and contribute to sustainable management practices.</p>
2	Business Ethics and Research Practice	5	<p>The module will provide the environment to assist the learner in applying ethical principles in a given situation whether in business practice or research. The importance of leadership and teamwork in ethical practices will be appraised. Learners will be encouraged to scrutinise both Irish and international government legislations, policies and company responsibilities about ensuring ethical business and research practices. The module will be delivered using a combination of teaching and learning strategies including lectures, case studies, published research papers, and self-directed learning. In addition, the module will provide workshops enabling students to debate and apply their knowledge to practical business situations.</p>
2	Digital Business Solutions	10	<p>The Digital Business Solutions module focuses on the integration of digital technologies and information systems to drive business success and innovation. It explores the role of digital tools and platforms in optimising business processes, enhancing decision-making, and enabling digital transformation. The module equips students with the knowledge and awareness of digital solutions for competitive advantage in today's rapidly evolving digital business landscape. From the knowledge gained in examining various technologies in the digital environment, learners will apply techniques in the design of various digital business solutions. Business intelligence insights will be obtained through the design of digital dashboards</p>

Stage label	Module title	ECTs	Module synopsis
			utilising appropriate visualisations. Through evaluating e-business best practices, students will exercise creativity in designing an innovative web solution.
2	Sustainable Marketing Practices	5	Marketing has been transformed by the changing relative power of various stakeholders (including the customer) and the ever-increasing need to address sustainable issues for the future of our planet. This growing trend has brought about a new consciousness for all and affected consumers' values. This module aims to redefine marketing by requiring learners to participate and actively affirm their contributions to a more sustainable global society. Learners are asked to innovate a new sustainable offering or redesign an existing offering to recommend a sustainable marketing plan using digital technologies. In this module, learners will be introduced to a body of knowledge related to sustainable marketing practices that they will apply to their projects.
2	Sustainable Business	5	This module aims to supply learners with a holistic understanding of the way businesses' behaviour can affect human beings' welfare and of its domino effect on the environment in which the businesses operate, familiarising themselves with contrasting perspectives on human-being-associated issues about corporate sustainability. It also aims to help the learners develop a sense of urgency to hold businesses accountable for their behaviour broadly. This module aims to provide learners with a cascading understanding of knowledge both theoretical and technical in this subject. It covers a wide range of social sustainability topics related to human beings ranging from human rights, human health, and labour market inequality, to value chain and social entrepreneurship. Throughout the module study, the students will develop critical thinking skills and system thinking to argue those debates with rigour and to develop an entrepreneurial mindset to act upon the changes that social entrepreneurs bring into the classroom and outside classroom learning.
2	International Economics	5	This module aims to give learners a broad understanding of global developments which are impacting the world's

Stage label	Module title	ECTs	Module synopsis
			<p>economy through the two prisms of stability and disruption. The main objectives of this module are to enhance our understanding of various economies of the world and their interdependence and to analyse changing global financial and trade systems and agreements 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.</p> <p>The thrust of the module is to provide an understanding of the dynamism of the global financial and economic environment facing businesses. The module relies heavily on case analyses and active class discussion.</p>
2	Sustainability Regulation and Compliance	5	<p>This module aims to give learners an understanding of the relevant laws and regulations. This will deepen the student's knowledge of the regulatory landscape and how to deploy best practices about sustainability reporting and the challenges therein for businesses.</p>
2	Applied Sustainability Project 2	10	<p>The Applied Sustainability Project modules 1, 2 and 3 are strategically designed across the three stages within the BA (Hons) in Sustainability Management programme. This progressively structured curriculum ensures that learners undertake an applied sustainability project at each stage, fostering practical application and skill development.</p> <p>The Applied Sustainability Project at stage 2 allows students to broaden their understanding of sustainability assessment methods through conducting a Life Cycle Assessment (LCA) of a chosen product to evaluate its environmental impact, and to apply sustainable product design principles in product development.</p>
Award	Green Finance	10	<p>This module merges the business discipline with the green finance business model. It acknowledges that financing has a major impact on the global economy and Sustainable Finance and Economic, Social and Governance (ESG). It is important to remember the overlap between business context, economics, sustainability literacy ethics and green finance Green Finance is predicated that current and future generations will need sustainable living and to be educated in financing of our common home. In essence,</p>

Stage label	Module title	ECTs	Module synopsis
			all of the modules are working together to create a better ecology. Green finance's focus is on global sustainable future development.
Award	Strategic Management	10	This module aims to provide the learner with a comprehensive understanding of strategic management concepts, theories, and frameworks. The module aims to develop students' analytical and critical thinking skills for them to be able to assess and evaluate complex business environments. This module will enhance the learners' ability to formulate and implement effective business strategies. This module will develop the learner's knowledge of the role of strategic management in achieving organisational goals and sustainable competitive advantage.
Award	Human Resource Management	10	The module provides learners with a comprehensive and modern view of talent planning, management and resourcing. Students will learn how Human Resource (HR) specialists demonstrably add value in pursuit of competitive advantage and organisational sustainability. Among other contemporary issues, like HR metrics and data analytics, learners will be introduced to the complexity surrounding the reconfiguration of the HR role, the impact of environmental factors on HR performance, the rise of the HR strategic business partner, the potential of e-enabled HR and HR outsourcing opportunities. The module also includes an assessment of the traditional HR activities, recruitment and selection, training and development and associated sophisticated policies and practices.
Award	Leadership in Sustainable Enterprises	5	This module aims to provide learners with a foundational understanding of leadership in the context of the organisation and beyond, enabling them to recognise the dynamics of leadership both within the organisations and in wider society. It also helps the learners develop critical thinking on the change in leadership with a focus on sustainability broadly. This will lead them to develop a design-thinking mindset to solve real-world problems.

Stage label	Module title	ECTs	Module synopsis
Award	Supply Chain Sustainability	5	<p>Sustainability is becoming an increasingly important topic in Supply Chain Management. This module will offer the learner both the theory and practice of sustainability and ethical processes taken within the supply chain. Learners will develop the skills and knowledge necessary for making strategic decisions when considering the full range of economic, social, and environmental impacts of global supply chains. The module will also explore the challenges that many organisations face when considering sustainability within their supply chains.</p>
Award	Environmental Protection and Eco-social policies	5	<p>This module aims to provide learners with a comprehensive understanding of the principles and concepts related to environmental protection and eco-social policies, including global, regional, and national contexts. Environmental challenges are multifaceted and require a holistic understanding that transcends traditional disciplinary boundaries. This module emphasises a comprehensive perspective that integrates concepts from business &amp; management, economics, environmental science, and social sciences. This interdisciplinary approach equips learners with a broader knowledge base and the ability to address complex sustainability policy issues from various perspectives.</p> <p>This module is designed with an introductory understanding of the principles and concepts related to environmental protection and eco-social policies, then focuses on policies in a few key topical areas based on the megatrends 2030 (by European Strategy and Policy Analysis System), including sustainable energy and resource management, sustainable urban development, sustainable consumption and circular economy. Incorporating case studies and group projects, this module creates a balance between theoretical concepts, practical applications, and real-world examples.</p>
Award	Business and Society	5	<p>This module aims to provide learners with a comprehensive understanding of the principles and concepts using a managerial perspective related to business and society within social, political, and economic systems. The stakeholder management, business and government interactions and the interrelatedness to a</p>

Stage label	Module title	ECTs	Module synopsis
			better global outlook for citizens. Incorporating ethics in practice case studies and group projects, this module creates a balance between theoretical concepts, practical applications, and real-world examples.
Award	Applied Sustainability Project 3	10	The Applied Sustainability Project modules 1, 2 and 3 are strategically designed across the three stages within the BA (Hons) in Sustainability Management programme. This progressively structured curriculum ensures that learners undertake an applied sustainability project at each stage, fostering practical application and skill development. At the Award stage, learners will complete a Capstone Applied Sustainability Project 3 developing a comprehensive Sustainable Business Plan for a chosen organisation or business. In the Business Context and Organisation (Module 1) at stage 1, learners develop a business plan for a start up. The Capstone project at stage 3 allows learners to synthesise their accumulated knowledge and skills in developing a comprehensive Sustainable Business Plan, and provides a platform to reflect on their learning and progress over the course of the programme.

## 2.5 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L modes include:

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

Examples of T&L approaches include:

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

Examples of T&L Activities include:

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

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

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

## Section 3 Assessment

### 3.1 Introduction to Assessment

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

You must 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 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 over the academic year. The schedule ensures that the workload is balanced across the academic year. Any extension requests need to be considered in light of this schedule, as changes might risk clashing deadlines, so it is very important to be aware of the potential impact of changes to assessment dates. The exam timetable is published on the [exam page](#) in the DBS current student area and is usually available about four weeks in advance of the exam period.

### 3.2 Assessment Schedule

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

Stage	Module	ECTs	Assessment
1	Business Context and Organisation	10	<ul style="list-style-type: none"> <li>● Group Assessment: Propose a business start up, business plan 50%</li> <li>● Individual Assessment: 1 x Written Exam OR 2 x MCQ 50%</li> </ul>
1	Marketing Essentials	10	<ul style="list-style-type: none"> <li>● Group Assignment with Individual Component (Campaign evaluation &amp; design of innovative marketing plan for the launch of a product/brand into the Irish market). 70%</li> <li>● In Class Test 30%</li> </ul>
1	Economics and the World of Business	10	<ul style="list-style-type: none"> <li>● Group project 70%</li> <li>● Presentation 30%</li> </ul>
1	Sustainability 101	10	<ul style="list-style-type: none"> <li>● Individual presentation 40%</li> <li>● Group Report 60%</li> </ul>

Stage	Module	ECTs	Assessment
1	SDGs Literacy	10	<ul style="list-style-type: none"> <li>● Individual presentation 40%</li> <li>● Group Report 60%</li> </ul>
1	Applied Sustainability Project 1	10	<ul style="list-style-type: none"> <li>● Individual Sustainability Audit Report with Defence 50%</li> <li>● Individual Sustainability Baseline Assessment Presentation with Q&amp;A 50%</li> </ul>
2	Management	10	<ul style="list-style-type: none"> <li>● Group Report (theory versus management practice) 80%</li> <li>● Poster Presentation (group) 20%</li> </ul>
2	Project Feasibility	5	<ul style="list-style-type: none"> <li>● Individual Feasibility Study (50%) with Verbal Defence (50%)</li> </ul>
2	Business Ethics and Research Practice	5	<ul style="list-style-type: none"> <li>● Group Debate (90%) with Individual Reflection (10%)</li> </ul>
2	Digital Business Solutions	10	<ul style="list-style-type: none"> <li>● Practical Project (individual) 70%</li> <li>● In-class test: 30%</li> </ul>
2	Sustainable Marketing Practices	5	<ul style="list-style-type: none"> <li>● Individual Marketing Plan (Short Interview) (20%) and Group Oral Presentation (80%)</li> </ul>
2	Sustainable Business	5	<ul style="list-style-type: none"> <li>● Group Report (90%) with individual reflection (10%)</li> </ul>
2	International Economics	10	<ul style="list-style-type: none"> <li>● In-class essay 100%</li> </ul>
2	Sustainability Regulation and Compliance	5	<ul style="list-style-type: none"> <li>● In-class essay 100%</li> </ul>
2	Applied Sustainability Project 2	10	<ul style="list-style-type: none"> <li>● Individual Life Cycle Assessment Report with Defence 50%</li> <li>● Individual Sustainable Design Assessment Portfolio 50%</li> </ul>
Award	Green Finance	10	<ul style="list-style-type: none"> <li>● Group Report 50%</li> <li>● Individual Presentation 50%</li> </ul>
Award	Strategic Management	10	<ul style="list-style-type: none"> <li>● Group Assignment 80%</li> <li>● Individual Contribution 20%</li> </ul>
Award	Human Resource Management	10	<ul style="list-style-type: none"> <li>● Group Case Study Report 80%</li> <li>● Individual reflection 20%</li> </ul>
Award	Leadership in Sustainable Enterprises	5	<ul style="list-style-type: none"> <li>● Individual Consulting Project 100%</li> </ul>
Award	Supply Chain Sustainability	5	<ul style="list-style-type: none"> <li>● Group Poster (40%) Presentation and defence (40%) aligning with the UN Sustainable Development Goals</li> <li>● Individual presentation skills (20%)</li> </ul>
Award	Environmental Protection and Eco-social policies	5	<ul style="list-style-type: none"> <li>● Individual Report and a Poster Presentation 100%</li> </ul>
Award	Business and Society	5	<ul style="list-style-type: none"> <li>● Individual Business and Society Simulation 100%</li> </ul>
Award	Applied Sustainability Project 3	10	<ul style="list-style-type: none"> <li>● Individual Sustainability Cost-Benefit Analysis 30%</li> <li>● Individual Sustainable Business Plan with Artefact and Defence 70%</li> </ul>

All assessment in this programme conforms to the DBS assessment regulations informed by *QQ/ Assessment and Standards, Revised 2022*. Special regulations are defined on the programme schedule. Where a learner is found to require additional learning support, the Equality & Diversity Officer (based in the Student Services Office) will identify appropriate support or an alternative assessment instrument. This will be agreed with the Registrar's Office and will be in accordance with the DBS Assessment Regulations. Please refer to the DBS Quality Assurance Handbook (QAH) for further details.

### **Assessment Submission**

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

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

### **3.3 Reassessment**

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

### **3.4 General Submission Requirements**

1. All 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 Ouriginal, whereby a text-matching report will show any similarities with other texts.*

### 3.5 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third-level programmes in Ireland. The programme is positioned at Level 8 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland.

### 3.6 Useful links and tips

Door codes are available at Reception desks.

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

- . [www.dbs.ie](http://www.dbs.ie)
- . <https://elearning.dbs.ie/> (Moodle)
- . [www.mydbs.ie](http://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](https://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](https://students.dbs.ie/dashboard/sccm).

## Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

<https://students.dbs.ie/academicoperations/academic-calendars>

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

## Section 5 Quality Assurance Handbook

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

### 5.1 Key Assessment Regulations

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

<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>	<div style="background-color: #000080; color: white; border-radius: 50%; padding: 5px; margin-bottom: 5px;">PMC FORM</div> <div style="background-color: #800000; color: white; border-radius: 50%; padding: 5px;">LEARNER SUPPORTS</div>
<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%.</p> <p><b>If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.</b></p>	<div style="background-color: #000080; color: white; padding: 20px; border-radius: 50%; display: inline-block;"> <b>Quality Assurance Handbook</b> (2019)         </div>	<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>	<div style="background-color: #000080; color: white; border-radius: 50%; padding: 5px; margin-bottom: 5px;">ASSESSMENT EXTENSION REQUEST FORM</div> <div style="background-color: #000080; color: white; border-radius: 50%; padding: 5px;">APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES &amp; FORMS</div>
<div style="background-color: #000080; color: white; border-radius: 50%; padding: 5px;">LIBRARY SUPPORT - REFERENCING</div>		

## 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 well-being 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 ask the following questions:

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

During your time in DBS, you will:

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

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

## 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. Multiple support classes are available. To see the range of support classes available, or to book a support class please visit the library page: [https://libguides.dbs.ie/Academic\\_Support](https://libguides.dbs.ie/Academic_Support)

## Section 9 My Health and Wellbeing

### 9.1 Counselling Services

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

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

### 9.2 Disability and Inclusion

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

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

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

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

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

### 9.3 Student Well-Being Programme

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

#### **9.4 The Student Engagement and Success Unit**

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

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 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!