



# Bachelor of Arts (Hons) in Business

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 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. 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, 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 out-standing student experience.

The information contained in this handbook is crucial to your learning. It provides important information on your programme, your assessments, and the key individuals you will meet. For these reasons we want you to constantly read and refer to this handbook and use it as a key information source during your time with us.

We are dedicated to ensuring that you have a rewarding and fulfilling experience while studying at DBS and 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 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. It is important that you correspond with DBS staff using this email only. We will send a number of important communications to this email during your studies. This information and more, is available in your Student Handbook, which can be accessed via [students.dbs.ie/academic](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 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 [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**  
**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 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.

- **Academic Administrator**

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

- **Programme Level Manager**

The Programme Level Manager role is responsible for a programme level view of teaching, learning and assessment ensuring learners are provided with appropriate support and timely and constructive guidance/feedback for academic development.

- **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

| Position               | Name          | E-mail   |
|------------------------|---------------|--|
| Academic Administrator | Chisom George | <a href="mailto:students.dbs.ie/dashboard/sccm">students.dbs.ie/dashboard/sccm</a> |

|                                |            |                   |
|--------------------------------|------------|-------------------|
| <b>Programme Level Manager</b> | Keelin Lee | Keelin.lee@dbs.ie |
|--------------------------------|------------|-------------------|

### 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 Business 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. You will also acquire insight into sub-fields of business and increase their knowledge and skills in the specialised areas of Management, Project Management, Human Resource Management, Information Systems, Supply Chain Management, Psychology or Law, depending on the pathways/electives you choose. In this way, the programme aims to provide an integrated, balanced and dynamic business education that enables you to develop the theoretical knowledge and practical skills you need to critically analyse, evaluate and implement strategic solutions for business opportunities and challenges in a diverse and dynamic field.

You will develop business acumen through formative and summative assessments, which capture the resilience and agility required of graduates in contemporary and diverse s. The need and relevance of agility for an organisation is embedded in each module delivery and assessment, and you will see how and why an organisation must function to ensure profitability, sustainability, relevance, and growth. In this way, the programme reflects the needs of the market and the core business functions. The modules are a true reflection of the requirements of an interdisciplinary workplace and are developed and updated in line with the most recent requirements set out in government and industry policies and statements.

The programme aims to create a well-rounded business graduate whose insights will guide and inform strategic business decisions designed to increase productivity, profitability and an organisation's value and market share.

The specific programme objectives are to:

1. Provide learners with a strong base of contemporary business knowledge through theory, concepts and methods constituting an in-depth academic grounding in the core disciplines and skills, and related areas, required for a career in general business.
2. Imbue learners with appropriate expertise in the major aspects of the essential business disciplines and an awareness of the means by which the frontiers of the disciplines can be expanded and new knowledge appraised.
3. Develop in learners a methodical and rational approach to business problem solving and decision making, with the capability to apply acquired knowledge and skills to practical business situations.
4. Develop in learners a range of intellectual skills, encompassing reasoning and evaluative skills and communication skills that develop as fully as possible their interpersonal abilities.
5. Develop learner capacity to organise information, argue, negotiate, and defend conclusions and to present them in a clear and coherent fashion.
6. Encourage learners to deal with knowledge in a critical and analytical way, with the capacity and confidence to evaluate ideas and opinions underpinned by qualitative and quantitative research findings.
7. Provide learners with the opportunity to also specialise in a sub-field of business learning and to increase their knowledge and skills in this specialised area of Management, Project Management, Human Resource Management, Information Systems, Supply Chain

Management, Psychology or Law. This specialism is in addition to the objectives outlined previously.

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

The foundation stage of Level 6, in the Bachelor of Arts (Honours) in Business programme, contains core business modules as well as a range of elective options at Level 7 and Level 8. Learners on the general business programme take any module of their choice that sits on the recommended learning route. Learners who wish to specialise in a specific sub-field choose two (2) elective modules at each level in their area of specialism. This facilitates a wide choice and allows learners to focus on disciplines such as Project Management, Psychology, HRM, Information Systems, Management, Supply Chain Management, Global Business and Law within a business focus. Optional modules represent a total of 40 ECTS credits within the 180 ECTS credit awards. The modules making up the options are all delivered as mandatory modules within their specific learning pathways.

#### **Bachelor of Arts (Honours) in Business: general pathway**

In the **general business** pathway in addition to the common foundation first year, learners will undertake core business modules within Levels 7 and 8 and will supplement their learning with two additional elective modules at each of these levels. For learners on this pathway, a wide choice is available from a range of electives across disciplines. However, for learners on this pathway, their elective modules will be deliberately restricted to ensure that learners cannot take two elective modules from the same subject discipline. This ensures that learners do not take the same combination as a learner registered on a specific specialist pathway e.g. at Level 7, a student may not pick the two electives for the Project Management stream, but may choose one elective from the Project Management stream and one from the human resource management stream. Then at Level 8, the student may pick electives again, but not two from the same specialist pathway as encountered at Level 7.

#### **Bachelor of Arts (Honours) in Business: management pathway**

The **management** pathway focuses on the business areas of *Adaptive Leadership in Sustainable Enterprises* at Level 7 and *Project Feasibility*. At Level 8, the general management pathway offers *Data Management and Analytics* along with *Creativity, Innovation and Entrepreneurship*. The aim of the pathway is to provide learners with a detailed knowledge of business management as it is applied to selling, projects, analytics, and innovation. This pathway was redesigned in response to stakeholder feedback and better reflects the diverse and developing skill sets desired in business today.

#### **Bachelor of Arts (Honours) in Business: project management pathway**

This **project management** pathway includes an additional focus on the management of business projects from initial feasibility of a project idea right through to project completion and close out. This pathway again includes four subject-specific modules – two at Level 7 (*Project Planning and Control; Project Feasibility*) and two at Level 8 (*Project Planning Techniques; Project Management and Evaluation*). This specialism deals comprehensively with contemporary project management concepts for business whilst exploring the social, organisational, behavioural, and systems issues of project management and the provision of a framework for managing projects. This stream equips learners with the skills and competencies required of the project manager and project team.

### **Bachelor of Arts (Honours) in Business: human resource management pathway**

This **human resource management** pathway includes a specific focus on the management of people within an organisation and their impact as a resource. This specialism equips learners with a general human resource management knowledge in addition to the in-depth knowledge of maximising the competitive advantage that can be gained through a critical understanding of organisational behaviour. This pathway is designed for those with an interest in people and the people aspects of businesses and organisations. Managers and employees alike can benefit greatly from a better understanding and knowledge of people at work. In addition to providing students with a firm grounding in business, this pathway provides knowledge and skills that they need to compete successfully as a human resource specialist in today's complex and changing world of business. Modules at Level 7 include: *Employee Relations and the Law* and *Organisational Behaviour for Managers*. Level 8 electives include: *Human Resource Development* and *Contemporary Performance Management*.

### **Bachelor of Arts (Honours) in Business: psychology pathway**

This pathway provides the learner with a comprehensive grounding in business alongside specialist knowledge of psychology and its application to the workplace. The role of psychology in business and industry has long been understood to increase productivity, human development, and employee satisfaction. As such the **psychology** pathway includes an additional focus on the human mind and how individual differences manifest within workforces. This specialism contains four subject-specific modules – two at Level 7 (*Business Psychology; Social Psychology*) and two at Level 8 (*Organisational Psychology; Personality and Individual Differences*). The pathway provides learners with the platform to develop skills and competencies in the areas of psychological research, social psychology, personality, and work psychology.

### **Bachelor of Arts (Honours) in Business: law pathway**

This **law** pathway provides a focus on business law and governance. This specialism focuses on ensuring business is conducted in a way which is compliant with all legal requirements and this specialism is delivered within two modules at Level 7 (*Principles of Business Law; Employee Relations and the Law*) and two at Level 8 (*Corporate Law and Governance; Advanced Business and Commercial Law*). The aim of the Law pathway of the programme is to help graduates to develop critical thinking, problem solving and communication skills that will allow them to analyse the legal issues that arise in the course of many common business activities in order to ensure compliance and prevent problems from arising.

### **Bachelor of Arts (Honours) in Business: information systems pathway**

The **information systems (IS)** pathway is designed to be specifically relevant to the modern business environment in which the role of information systems has become increasingly important. Business professionals are now expected to be proficient in relevant technological concepts and applications, skills that had been viewed as being outside of the domain of the traditional business degree. Information systems must be designed, implemented, and maintained using an array of methodologies, tools, and technologies. This IS pathway aims to provide students with the skills, knowledge, and competences in the use of systems and related-technologies to control and manage organisational data and information. This specialism has therefore been designed to equip students with the necessary skills and knowledge to apply technological solutions to business problems within a modern business environment.

The modules chosen for Level 7 and 8 of these pathways will complement the core business pillars of Management, Finance, Economics and Research, Strategy and HR. The mandatory module, *Digital Business Solutions* at Level 7, will introduce learners to information systems and related technologies. Database Management systems (DBMS) is at the core of all information systems and problem-solving key to optimising solutions that are provided to business. The Level 7 modules of *Database Design and Development for Business* and *Business Programming* will provide learners with key technical knowledge, competence, and problem-solving skills in IS technologies. Following from Level 7 to Level 8 learners will learn how to analyse, design, and implement information systems in the *Business Systems Analysis* module. In *Visual Analytics for Business Intelligence* learners will learn how data is a key asset to help managers make better-informed decisions backed up with accurate data and ultimately recognise new business opportunities and identify inefficient processes that need reengineering.

#### **Bachelor of Arts (Honours) in Business: supply chain management pathway**

At Level 7, learners will be provided with an overview of *Supply Chain Management (SCM)* and its critical role in contemporary business operations. They will develop a robust understanding of SCM principles, the ability to analyse supply chain practices, and insights into emerging trends that shape the industry, preparing them for future challenges in this dynamic field. The *Procurement Strategies* module will explore the essential role of procurement in modern organizations, focusing on innovative sourcing strategies and the development of comprehensive supply strategies. Learners will delve into how procurement aligns with corporate objectives, ensuring that purchasing decisions support broader business goals. At Level 8, the *Supply Chain Sustainability* module delves into the critical intersection of supply chain management and sustainability, equipping learners with the knowledge and skills to drive environmentally and socially responsible practices within organisations. The *Applied Project in Global Supply Chain Management* module will provide learners with a comprehensive exploration of the practical aspects of managing global Supply Chain Management (SCM) projects. efficiency. By the end of this module, learners will be able to effectively manage global SCM projects, apply project management techniques, and utilise tools for successful project execution and evaluation. They will gain valuable insights into stakeholder management, risk mitigation, quality assurance, and collaboration in a global context.

#### **Bachelor of Arts (Honours) in Business: global business pathway**

The **global business** pathway provides a focus on global business. This pathway has been designed with the specific intention of equipping graduates for a career in today's increasingly global and culturally diverse business environment. In today's global economy, it is essential for employees to be culturally agile. The best team players and leaders will possess the ability to accurately assess the cultural environment in which they operate in order to manage themselves and their teams appropriately. As businesses around the world have become increasingly interconnected, graduates are required to possess a global perspective in order to thrive. The global business elective aims to produce graduates who understand that globalisation has resulted in an increased interconnectedness of businesses, people, cultures, marketing economics, politics and sustainability and about sharing that information across countries and continents. At Level 7 the global business elective modules are *GeoPolitics*, *Global Finance*, and *Intercultural Management*. At Level 8 the elective modules include *Environment and Society*, *Global Issues* and *International Marketing*.

## 2.2 Programme Learning Outcomes

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

|               |   |
|---------------|---|
| <b>MIPLO1</b> | Demonstrate an in-depth understanding of essential business knowledge, theoretical models, and principles within the core aspects of business.                        |
| <b>MIPLO2</b> | Assess knowledge and information, tools, and techniques in a critical way to confidently adapt to changing business environments.                                     |
| <b>MIPLO3</b> | Evaluate data and information derived through research to ensure relevant new knowledge is continually incorporated to enhance business planning and decision making. |
| <b>MIPLO4</b> | Demonstrate interpersonal skills of effective listening, negotiation, persuasion, and presentation in individual and group situations.                                |
| <b>MIPLO5</b> | Display an in-depth understanding of the inter-relationships between business functions and business processes and their impact on product and service provision.     |
| <b>MIPLO6</b> | Apply diagnostic and creative skills in the solution of business problems showing an interdisciplinary approach to resolution.  |
| <b>MIPLO7</b> | Demonstrate a capacity to contribute to business development and enhanced strategic decision-making.  |

Each of the following tables outlines two pathway-specific learning outcomes that differentiate the specialism from the parent degree.

On successful completion of the **Bachelor of Arts (Honours) in Business management pathway**, graduates will also be able to:

|                           |   |
|---------------------------|---|
| <b>MIPLO1-<br/>MIPLO7</b> | As above.   |
| <b>MIPLO8</b>             | Display an in-depth knowledge of the pillars of business management and the relevance of models and theories to contemporary business management. |
| <b>MIPLO9</b>             | Appraise the role of current business theory in problem solving within organisations in the face of a challenging economic environment.           |

On successful completion of the **Bachelor of Arts (Honours) in Business human resource management pathway**, graduates will also be able to:

|                           |           |
|---------------------------|-----------|
| <b>MIPLO1-<br/>MIPLO7</b> | As above. |
|---------------------------|-----------|

|               |  |
|---------------|--|
| <b>MIPLO8</b> | Understand the alignment of human resource strategies as a key enabler of organisational strategy.       |
| <b>MIPLO9</b> | Assess the competencies required in order to facilitate maximum value contribution from human resources. |

On successful completion of the **Bachelor of Arts (Honours) in Business psychology pathway**, graduates will also be able to:

|                           |  |
|---------------------------|--|
| <b>MIPLO1-<br/>MIPLO7</b> | As above.  |
| <b>MIPLO8</b>             | Demonstrate a fundamental understanding of the various areas within psychology and how these diverse areas can be integrated into the modern business environment. |
| <b>MIPLO9</b>             | Display a critical appreciation of human behaviour in the workplace including the nature of employee behaviour.  |

On successful completion of the **Bachelor of Arts (Honours) in Business project management pathway**, graduates will also be able to:

|                           |   |
|---------------------------|---|
| <b>MIPLO1-<br/>MIPLO7</b> | As above.   |
| <b>MIPLO8</b>             | Appreciate the importance of the project management function within organisations and adopt an appropriate project management perspective with regard to the management of projects within organisations. |
| <b>MIPLO9</b>             | Analyse methods, tools, and techniques for planning, monitoring, and controlling projects and for risk management within and around projects.   |

On successful completion of the **Bachelor of Arts (Honours) in Business law pathway**, graduates will also be able to:

|                           |   |
|---------------------------|---|
| <b>MIPLO1-<br/>MIPLO7</b> | As above.   |
| <b>MIPLO8</b>             | Demonstrate knowledge and understanding of the various areas of law and underlying principles relating to a business context in addition to an understanding of the legal environment, the impact of the law on society and business and the need for reform and development. |
| <b>MIPLO9</b>             | Apply legal rules and principles relevant to a business context to hypothetical scenarios to reach a conclusion or to suggest a resolution.   |

On successful completion of the **Bachelor of Arts (Honours) in Business information systems pathway**, graduates will also be able to:

|                      |  |
|----------------------|--|
| <b>MIPLO1-MIPLO7</b> | As above.  |
| <b>MIPLO8</b>        | Demonstrate technical and analytical skills to formulate and evaluate relevant options and solutions in a variety of business contexts.                  |
| <b>MIPLO9</b>        | Apply systems development processes and methodologies to analyse, design, model and implement data and information systems using current software tools. |

On successful completion of the **Bachelor of Arts (Honours) in Supply Chain Management**, graduates will also be able to:

|                      |  |
|----------------------|--|
| <b>MIPLO1-MIPLO7</b> | As above.  |
| <b>MIPLO8</b>        | Critically appraise theoretical and conceptual knowledge in the discipline of supply chain management to make informed decisions regarding the challenges facing global business due to differences in political, economic, social, cultural, technological, institutional, regulatory, and organisational contexts. |
| <b>MIPLO9</b>        | Demonstrate advanced knowledge of the environmental and global landscape to advocate supply chain initiatives that promote governance and improve sustainability..   |

On successful completion of the **Bachelor of Arts (Honours) in Business global business pathway**, graduates will also be able to:

|                      |  |
|----------------------|--|
| <b>MIPLO1-MIPLO7</b> | As above.  |
| <b>MIPLO8</b>        | Demonstrate the ability to make informed decisions regarding the challenges facing global business due to differences in political, economic, social, cultural, technological, institutional, regulatory, and organisational contexts. |
| <b>MIPLO9</b>        | Demonstrate awareness of corporate social responsibility and business ethics to analyse complex issues impacting global business and create sustainable solutions.   |

### 2.3 Programme Structure

| Stage label | Stage synopsis   |
|-------------|--|
| 1           | Stage 1 will provide learners with knowledge of relevant disciplines such as management and organisation, marketing essentials and an introduction to Business Finance, Information Technology and Economics. Learners will also learn skills relevant to professional practice such as business frameworks, context, etc.   |
| 2           | Stage 2 will build on the knowledge developed at Stage 1 in international economics, financial management, business ethics, business information systems, social psychology, project planning and control, innovation, programming for business and procurement strategies. In addition, learners will gain an understanding of principles of professional practice, specifically law, psychology, and project management. |
| Award       | Stage 3 will complete learners' instruction in global business, strategic management, human resource management and development, organisational psychology, performance management, creativity, innovation and entrepreneurship, corporate law and governance, and business systems analysis and business intelligence and visualisation, etc. Learners will complete their award stage with a capstone project.           |

### 2.4 Other Relevant Programme Information

#### Module Outlines

| Stage label | Module title   | ECTS | Module synopsis  |
|-------------|--|------|--|
| 1           | Maths and Stats for Business<br><br>(Mandatory)      | 10   | This module introduces the learner to concepts and techniques within mathematics and statistics that are relevant in the modern business environment. Learners will study different data collection methods and sampling techniques, along with appropriate methods for summarising and presenting data. Learners will apply various theories and concepts of research techniques and demonstrate how mathematical models can be applied to research activities. The module will enable learners to cultivate an approach and methodology for solving contemporary business problems using appropriate mathematical and statistical tools. |
| 1           | Business Context and Organisation<br><br>(Mandatory) | 10   | This module introduces students to analysis of the business environment. The module provides learners with an appreciation of the external and internal business environment. The module introduces environmental analysis tools, examines the contribution of the various functional areas, and introduces the concepts of organisational change, ethics, and entrepreneurship. Finally, the module also exposes learners to an introductory review of business law and regulation.   |

| Stage label | Module title  | ECTS | Module synopsis  |
|-------------|---|------|--|
| 1           | Marketing Essentials<br><br>(Mandatory)             | 10   | This module introduces the learner to marketing concepts and theories that provide a comprehensive foundation within the marketing subject area. Lectures will be the primary method of delivery. Learners 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.  |
| 1           | IT Essentials<br><br>(Mandatory)                    | 10   | This module enables learners to focus on the essential concepts of computing and related technologies. Learners focus upon the fundamental issues surrounding the world of computing through a balance between theory and applied learning. Learners will build practical skills in databases, spreadsheets, and web technologies. Learners will also contextualise the role that computer technologies have played in facilitating the evolution and development of business systems, and the legal and ethical issues that have emerged through this process.  |
| 1           | Economic Perspectives<br><br>(Mandatory)            | 10   | This module is designed to expose learners to contemporary economic perspectives, for example: free market versus government interventionist policies. By applying theoretical frameworks to various industries and different economies learners will develop an in-depth view of this complex environment and an understanding of real-world developments.  |
| 1           | Foundational Academic Skills<br><br>(Mandatory)     | 5    | <p>This module provides the learners with knowledge of the behaviour required to transition into third level education. The module builds upon existing learning and equips the learner with the skills required in an academic and the business context. This module provides learners with the practical strategies to thrive both as individuals and in teams in a third level environment.</p> <p>The module is specifically designed to develop the following skills and competencies: academic and referencing, the ability to operate in groups, and the techniques of effective public speaking.</p> |
| 1           | Introduction to Business Finance<br><br>(Mandatory) | 5    | This module will introduce learners to the principles, concepts and techniques required to understand the core components of business finance and internal/external financial analysis. Students will develop a knowledge and understanding of finance in the key areas of financial reporting, budgeting, variance analysis, performance evaluation and the role of various stakeholders.   |
| 2           | Management<br><br>(Mandatory)                       | 10   | 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   |

| Stage label | Module title   | ECTS | Module synopsis  |
|-------------|--|------|--|
|             |  |      | <p>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.</p> <p>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           | Business Financial Management<br>(Mandatory)         | 10   | This module introduces learners to Business Financial Management principles. The module provides learners with the knowledge and understanding to apply the principles, concepts and techniques of Business Financial Management in commercial situations. It guides learners in examining the different sources of finance and helps them understand the advantages and disadvantages to each source. It enables learners to make informed financial decisions and to appraise investments techniques and decisions.  |
| 2           | Digital Business Solutions<br>(Mandatory)            | 10   | In this module learners will focus on the role information systems play in the modern business environment. Learners will develop awareness of how IS can support management and examine the effect of the World Wide Web and new and emerging technologies on businesses. Digital technologies have redefined how the business world functions. Integrating a digital business angle to current business practices is integral to capturing new opportunities and to gain competitive advantage in the modern business environment. Learners will gain insight into how a business can transform to compete in the digital economy. Learners will develop strong problem-solving skills by building appropriate interactive spreadsheet models that support management decision-making. Practical project management skills and web design techniques will also be developed. |
| 2           | Business Ethics and Research Practice<br>(Mandatory) | 5    | <p>The module will provide the environment to assist the learner to apply ethical principles in a given situation whether in business practice or in research. The importance of leadership and teamwork in relation to ethical practices will be appraised. Learners will be encouraged to scrutinise both Irish and international government legislations, policies, and company responsibilities in relation to ensuring ethical business and research practices.</p> <p>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>   |

| Stage label | Module title                                 | ECTS | Module synopsis   |
|-------------|--|------|---|
| 2           | International Economics<br><br>(Mandatory)   | 5    | The module is designed to give learners a deeper appreciation of the roots of political economic perspectives existing in the world today, to understand the free market approach and the government interventionist approach of policy. Learners will also apply the theoretical frameworks provided in lectures to individual markets/industries and wider macro environments to enable them to develop a more sophisticated view of the political economic events taking place in the real-world context. This module will also focus on the Impacts of Globalisation and the Green Economy. to develop a more sophisticated view of the political economic events taking place in the real-world context.   |
| 2           | Business Psychology<br><br>(Elective)        | 10   | This module provides an overview of a number of important topics in psychology. It begins with an introduction to the scientific method and then proceeds with an examination of the philosophical roots of the discipline. The module then focuses on several specific areas in Psychology to facilitate learner understanding of more recent theories and research and how these findings are applicable to the contemporary work environment.  |
| 2           | Social Psychology<br><br>(Elective)          | 10   | This module introduces learners to the field of social psychology, and to understanding the individual's behaviour within social contexts. Particular emphasis is placed on social behaviour within workplace settings. The module will give learners more insight into the applied nature of Social psychology; using social psychological theories, principles, research findings, and experimental methods to understand social issues and to offer real-world solutions for a variety of social problems, and thus may help them develop towards reaching their career goals. The knowledge, skills and competencies acquired are relevant to personal development, participation in society and community, employment, and access to additional training and employment.   |
| 2           | Principles of Business Law<br><br>(Elective) | 10   | <p>The module is designed to provide learners with a Foundation in the fundamental principles of law, relevant to the business world. The module introduces learners to the primary areas and functions of law and provides an underpinning in the legal principles, which apply to the primary areas of business. The module enables learners to enter the legal world should they choose the law stream.</p> <p>The module underpins the interface between business and law enabling learners to gain an understanding of EU law and its impact on the Irish legal systems. The learner will apply a methodological approach of legal analysis to relevant problem scenarios and develop an appreciation of the necessity for ongoing legal reform and the challenges the law creates for the business environment.</p> |

| Stage label | Module title   | ECTS | Module synopsis  |
|-------------|--|------|--|
| 2           | Employee Relations and Law<br><br>(Elective)                     | 10   | This module aims to provide an overall knowledge and insight into the three main areas of labour law (trade union law, industrial relations law, and employment law) and the corresponding legislation and judicial decisions that underpin them. The learner will understand and appreciate key areas of importance in the everyday application of labour law in the workplace. The learner will gain a strong foundation in labour law so as to assist them in the crucial business of maintaining full legal compliance in the Irish workplace.   |
| 2           | Organisational Behaviour for Managers<br><br>(Elective)          | 10   | The module gives the learner an insight into the various influences affecting people's behaviour and satisfaction within organisations, and the workplace. It helps learners explore and appreciate the relationship between those influences and the bottom-line dependent variables or metrics in which organisations are interested. The module works through three categories of influencing variables, Individual, Group and Contextual/ Organisational factors. The module helps the learner understand how we can manage or manipulate the influencing factors or at least understand them. The module helps learners appreciate individual difference and diversity, and therefore increase their empathy toward people, and improve their people management skills. Organisational Behaviour for People Managers module serves alongside the Management module, and serves to focus on the people management aspect of management. It also provides groundwork for certain other modules, for example Human Resources Management, Performance Management, Human Resources development, should students take these later in their course of study. |
| 2           | Adaptive Leadership in Sustainable Enterprises<br><br>(Elective) | 10   | This progressive module is designed to introduce the learner to the importance of Sustainable leadership in the increasingly complex world and society we live in. Organisations need to create new ways of working that support the interdependent systems of people, business and the global environment. As decision-makers who view people, systems and the environment as integral parts of the business ecosystem, these leaders will learn to embed long-term sustainable practices and strategies that will create regenerative opportunities for their enterprises.   |
| 2           | Project Planning and Control<br><br>(Elective)                   | 10   | This module provides the participant with an understanding of the importance of Project Planning & Control in Project Management. The module assists learners in adopting an appropriate project management perspective with regard to the importance and relevance of Project Planning & Control within Project Management. Planning and control focus on the reconciliation between what the market requires and what the operations resources can deliver. This module will enable learners to gain mechanisms to communicate what tasks need to get done   |

| Stage label | Module title   | ECTS | Module synopsis  |
|-------------|--|------|--|
|             |  |      | and identify the different organisational resources to be allocated in order for tasks to be completed within a specific timeframe.  |
| 2           | Project Feasibility<br>(Elective)                          | 10   | <p>This module provides the learner with an understanding of the importance of Project Feasibility in Project Management. The module assists learners in adopting an appropriate project management perspective with regard to the importance and relevance of Project Feasibility within Project Management. Project management is important because it ensures proper expectations are set around what can be delivered, by when, and for how much.</p> <p>Effective project managers should be able to negotiate reasonable and achievable deadlines and milestones across stakeholders, teams, and management. Many of the issues that impact a project result in one way or another from project risk. The learner will gain theoretical and practical skills required to develop Project Feasibility.</p> <p>Learners will apply appropriate methodologies and understand basic approaches, best-practice techniques as well as appreciate the dynamic project management environment and the approach that underpin it.</p> |
| 2           | Database Design and Development for Business<br>(Elective) | 10   | <p>In this module, learners will develop robust databases using current database technologies, languages and development tools. They will understand the process of developing a relational database management system at conceptual, logical and physical levels. They will be introduced to the cloud environment and evaluate current cloud computing delivery and service models and create and deploy a database to a cloud-based service. The database is the underlying framework of the information system. Learning key design methodologies to understand database design and building key skills in database languages provide the learners with key technical skills in database language which is a key requirement for graduates. This module contributes to the overall programme objectives by taking the fundamental concepts covered in Level 6 and developing more advanced skills and knowledge in DBMS design and development</p>   |
| 2           | Business Programming<br>(Elective)                         | 10   | <p>This module introduces the learner to fundamental programming concepts and theories and the key objective is to provide a comprehensive foundation within the Programming subject area. Learners will build practical skills in writing small programs that accomplish useful goals and will gain an understanding of the process involved in producing simple applications.</p> <p>A basic understanding of programming will be beneficial to graduates seeking to work in cross-functional business/IT areas or</p>   |

| Stage label | Module title                           | ECTS | Module synopsis  |
|-------------|--|------|--|
|             |  |      | for those who may wish to pursue further studies in IT and data related fields.  |
| 2           | Geopolitics<br>(Elective)              | 5    | This is an intermediate level module that equips students to explore how political ideas, institutions and processes help to govern our world. By studying the module, the student will: acquire knowledge and understanding of key political debates, and apply these to their understanding of the contemporary social world; gain the ability to explain and evaluate issues of ethical, social and political policy and public concern, and assess their impact on real-world institutions and events. They will also develop their practical and transferable skills as a critical, independent learner. The module is organised into three short blocks of study: Block 1 introduces the module by addressing the following questions: 'What is politics?', 'Who does politics?' and 'Where is politics done?'. Block 2 explores political concepts and shows how ideas  |
| 2           | Global Finance<br>(Elective)           | 5    | <p>This module examines the system of markets and institutions for exchange of capital, money, and goods, in the global marketplace from a practitioner's point of view. It examines these from the perspective of a corporate investment in a cross border and cross currency business. Students will learn how to place a value on an international investment and how that value depends on conditions in the national economies that affect the investment. Learners will gain a solid understanding of the basic relationships between prices and rates in the global markets.</p> <p>The module applies our understanding about these relationships to the role of global finance and investment in global business enterprises. These concepts will be applied through discussion of case studies provided and by building spreadsheets to be used for analysis and concept application. In summary, the module is intended to give students interested in global financial issues a working knowledge of how global financial economic system analytics can be used to understand or forecast the effects of system changes on the value of private sector institutions. It is designed for learners interested in learning how to assess corporate investment decisions in the context of a global economy.</p> |
| 2           | Intercultural Management<br>(Elective) | 10   | This module introduces learners to the theory and practice of respecting all cultures. It is intended for learners to practice, rehearse, and improve their oral, written, and presentational communication skills. In a team, learners will work creatively to position themselves in a global business-related context using defined theoretical concepts. On completion of the module, learners should be able to demonstrate the practical knowledge and skills to develop sustainable solutions for intercultural   |

| Stage label | Module title  | ECTS | Module synopsis   |
|-------------|---|------|---|
|             |   |      | problems, through mutual cultural respect. This module is ideally suited to those learners wishing to work in international business.   |
| 2           | Introduction to Supply Chain Management<br><br>(Elective) | 10   | This module provides a comprehensive overview of Supply Chain Management (SCM) and its critical role in contemporary business operations. Students will explore the four fundamentals of SCM: Integration, Operations, Purchasing, and Distribution, establishing a strong foundation for understanding how these elements interconnect to create efficient supply chains. By the end of the module, students will have a robust understanding of SCM principles, the ability to analyse supply chain practices, and insights into emerging trends that shape the industry, preparing them for future challenges in this dynamic field.     |
| 2           | Procurement Strategies<br><br>(Elective)                  | 10   | This module explores the essential role of procurement in modern organizations, focusing on innovative sourcing strategies and the development of comprehensive supply strategies. Learners will delve into how procurement aligns with corporate objectives, ensuring that purchasing decisions support broader business goals. Through a blend of theoretical frameworks and practical case studies, learners will gain a comprehensive understanding of procurement management and its pivotal role in driving organizational success.   |
| Award       | Strategic Management<br><br>(Mandatory)                   | 10   | This module provides learners with the knowledge, skills, concepts, and tools necessary to understand, and respond to, the increasingly complex, global, volatile, and dynamic context in which organisational strategy formulation and development take place today. This module will conduct a detailed study of the nature of strategy content, and of strategic processes, in a variety of organisational/industry settings designed to equip learners for further study at post-graduate level and for future career development.  |
| Award       | Global Business<br><br>(Mandatory)                        | 10   | This module provides an integrated framework whereby global business-relevant trends/issues may be identified and analysed, their strategic implications may be understood, and informed business responses may be deployed.  |
| Award       | Human Resource Management<br><br>(Mandatory)              | 10   | The module provides learners with a comprehensive and modern view of talent planning, management, and resourcing. Learners will view 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 |

| Stage label | Module title   | ECTS | Module synopsis   |
|-------------|--|------|---|
|             |  |      | assessment of the traditional HR activities, recruitment and selection, training and development and associated sophisticated policies and practices.   |
| Award       | Organisational Psychology<br>(Elective)              | 10   | This module builds on the learner's knowledge of topics within psychology, to focus specifically on organisational applications. Learners will explore both classic and contemporary approaches to areas including effective human resources decisions and actions, employee attitudes and behaviours, the role of social groups within the organisation, and health and well-being at work.  |
| Award       | Personality and Individual Differences<br>(Elective) | 10   | This module provides an overview of the different theoretical perspectives used in Psychology to understand individual differences in personality and intelligence. It also provides learners with an understanding of how the theoretical and empirical findings can be applied to the work environment. Learners will gain the knowledge, skills, and competencies relevant to personal development, participation in society and community, employment and access to additional training and employment.   |
| Award       | Human Resource Development<br>(Elective)             | 10   | <p>The module provides learners an opportunity to focus on the HRD (Human Resources Development) aspect of Human Resources Management; on the HRD function within organisations, and the theory of adult learning processes. Learners will apply these through analysing needs and designing and implementing learning interventions in support of Organisational strategy. The module also gives learners an indication of the real world of HRD by introducing them to the politics and dynamics of the modern HRD function.</p> <p>HRM stream learners need to focus on the learning function within organisations as a major HRM subset and responsibility. As the learning function becomes more and more decentralised, and as training and development responsibility is more and more within the remit of line managers, learners in other streams, need as potential managers to be able to understand the learning function, assess different methods and interventions, and design simple interventions.</p> |
| Award       | Contemporary Performance Management<br>(Elective)    | 10   | This module helps learners to develop and implement innovative performance management strategies to improve talent management, employee engagement and business results. It presents a holistic approach to performance management detailing how to build a culture of ongoing feedback and coaching and provides case studies of how this approach to building performance has been effective in organisations. Filled with practical advice, including how to deal with   |

| Stage label | Module title   | ECTS | Module synopsis  |
|-------------|--|------|--|
|             |  |      | underperformers, it enables organisations to remove overly bureaucratic and ineffective systems based on top-down judgments and ratings, and demonstrates how to get line managers' support for the process focusing on actionable feedback and growth.  |
| Award       | Corporate Law and Governance<br><br>(Elective)         | 10   | <p>This module builds on the learner's prior knowledge of law and explores corporate laws and governance with an emphasis on the strict regulation that companies must comply with in order to ensure effective corporate governance. This module looks at the Companies Act, 2014 (as amended) as to the formation of a company, financial management, directors' duties, and liquidation.</p> <p>The module ensures the learner acquires an analytical approach to problem solving within the ever-evolving regulatory framework under the umbrella of The Companies Act, 2014 (as amended) but involves an awareness of complementary legislation and regulations related to insider trading and money laundering. The module is suitable for learners who are or who would like to work in the legal and/or financial services or any area where regulatory compliance is important.</p> |
| Award       | Advanced Business and Commercial Law<br><br>(Elective) | 10   | <p>This module is designed to provide learners with an in-depth understanding of specific areas of business and commercial law and the leading legal issues influencing the functioning of the commercial environment on a domestic, European, and International level. The module is aimed at learners who have an interest in developing their knowledge and understanding of the regulatory restraints and obligations imposed upon the operation of commercial entities. This module is increasingly important in today's regulation and compliance driven world and learners will acquire in-depth knowledge on data protection, GDPR as well as Intellectual Property. Furthermore, the learner will acknowledge the importance of professional duty of care as well as the impact of consumer protection law.</p>   |
| Award       | Project Planning Techniques<br><br>(Elective)          | 10   | <p>This module enables the learner to understand the importance of Project Planning Techniques in Project Management. The module assists learners in adopting an appropriate project management perspective with regard to the importance and relevance of Project Planning Techniques within Project Management. The module provides the context for application of theories and concepts to the workplace.</p> <p>The project management simulation will take the form of participation in a business game where learners will apply the knowledge they have gained to resolve a workplace problem</p>   |

| Stage label | Module title  | ECTS | Module synopsis   |
|-------------|---|------|---|
|             |   |      | incorporating role play. Learners will assess their skill acquisition across the programme and prepare a Personal Development E-Portfolio which they can use subsequently to aid career choice and continuing professional development. Learners will complete Learning Logs as they progress to facilitate recording of skill acquisition.   |
| Award       | Project Management and Evaluation<br><br>(Elective)           | 10   | This module provides the participant with an understanding of the importance of Project Management & Evaluation in Project Management. The module assists learners in adopting an appropriate project management perspective with regard to the importance and relevance of Project Management & Feasibility within Project Management. The learner will gain theoretical and practical skills required to develop Project Management & Feasibility. Learners will apply appropriate methodologies and understand basic approaches, best-practice techniques as well as appreciate the dynamic project management environment and the approach that underpin it.  |
| Award       | Data Management and Analytics<br><br>(Elective)               | 10   | This module is designed to provide learners with an in-depth understanding of the strategic approach to the use of data in organisations. Learners are introduced to the concept of data as a tool for achieving and sustaining competitive advantage and for improving efficiency and effectiveness in business processes and managerial decision making.<br><br>Data is now viewed as a critical asset and it has a significant impact on both our daily lives and the day to day running of organisations. Knowing how to evaluate and manage this key asset will be an important tool for our business graduates.   |
| Award       | Performance Management (Accounting)<br><br>(Elective)         | 10   | This module further develops the fundamental elements of planning, control and decision making. The module expands previous learnings to consider performance measurement and evaluation. The module will focus on the application of management accounting techniques to assist management in a range of business scenarios.   |
| Award       | Creativity, Innovation and Entrepreneurship<br><br>(Elective) | 10   | Rapid changes have prompted today's organisations to ensure their survival by launching innovative products and services with advanced technology and different and new ways of thinking. These approaches require creativity, innovation, and entrepreneurship. The role of these important factors can be summarised as follows: Creativity is an ability that can lead to an invention or idea by the creative person. Change refers to the active process of introducing a change that moves an organisation over time from established ways of doing things to new, desired, and more successful ways of operating. Innovation is the process to convert invention or idea into a marketable product or service. |

| Stage label | Module title  | ECTS | Module synopsis   |
|-------------|---|------|---|
|             |   |      | Entrepreneurship is an individual characteristic that leads the innovation process successfully in bringing a product or offering a new service to market despite many obstacles.   |
| Award       | Supply Chain Sustainability<br><br>(Elective)                       | 10   | This module delves into the critical intersection of supply chain management and sustainability, equipping learners with the knowledge and skills to drive environmentally and socially responsible practices within organisations. Through a blend of theoretical frameworks and practical applications, learners will explore how companies can balance profitability with long-term sustainability goals, investigate practices that reduce carbon footprints in supply chains, analyse initiatives that promote fair labour practices and community engagement, and discuss ethical dilemmas faced by supply chain professionals, using case studies to highlight the importance of ethical sourcing and corporate responsibility. By the end of this module, learners will be equipped to design, analyse, and implement sustainable supply chain strategies that not only meet regulatory requirements but also contribute positively to society and the environment. |
| Award       | Applied Project in Global Supply Chain Management<br><br>(Elective) | 10   | This module will provide learners with a comprehensive exploration of the practical aspects of managing global Supply Chain Management (SCM) projects. It covers the entire project lifecycle, from initiation through to execution, monitoring, and review. Emphasis is placed on real-world applications of project management principles within the global SCM context, including stakeholder analysis, risk management, and quality assurance. Students will gain hands-on experience with tools and techniques to enhance project effectiveness and efficiency. By the end of this module, students will be able to effectively manage global SCM projects, apply project management techniques, and utilise tools for successful project execution and evaluation. They will gain valuable insights into stakeholder management, risk mitigation, quality assurance, and collaboration in a global context.   |
| Award       | Visual Analytics for Business Intelligence<br><br>(Elective)        | 10   | This module aims to give students practical skills in modelling, storage access and visualisation of big data, emphasising the key techniques essential to evolving data analytics solutions. This module concentrates upon the importance of visualisation in the effective communication and interpretation of data analysis in enhanced end-user decision making. Business Intelligence and the data storage solutions which support it are a key enabler of effective visualisations, and this module provides a solid grounding in these techniques. Business Intelligence is the basis for informed decision-making, allowing users to drill down into data and identify potential patterns among subsets, both visually and through numerical anomalies. This exploration of data is frequently the first step in the analytical process, allowing the analytics professional to select the most appropriate tools and   |

| Stage label | Module title                            | ECTS | Module synopsis  |
|-------------|---|------|--|
|             |   |      | target their efforts. Data warehouses and other storage techniques support the provision of business intelligence. Visualisation of complex data or analytical output is frequently the most effective means to communicate key findings to a non-technical target audience, which may include business experts or senior management. It is also very effective for diagnosing unusual patterns or outliers, and communicating these between analytics professionals.  |
| Award       | Business Systems Analysis<br>(Elective) | 10   | The aim of this module is to provide learners with a broad range of proven techniques for understanding, measuring, analysing, and improving productivity, capacity, quality, and business processes. This module makes use of the International Institute of Business Analysis (IIBA) Business Analysis Body of Knowledge (BABOK). This module equips students with the techniques and skills that are needed to analyse the IS needs of end-users and bridges the gap between IT and business disciplines.   |
| Award       | Environment and Society<br>(Elective)   | 5    | The current climate and biodiversity crises are ‘natural’ disasters caused by social, economic, and political structures, and they have social, economic and political consequences. This module will familiarise learners with the causes, history and current state of the crises, and the ways in which various sociology can be useful both in understanding the background and human systems underpinning environmental emergencies, as well as in presenting potential ways of adapting. By drawing on the most recent research and theory in environmental sociology, learners will be encouraged to analyse issues not just at a personal level, but more importantly at the level of society. Learners will also consider ways in which humans can respond and adapt to the climate and biodiversity emergency, both as individuals and collectively.                   |
| Award       | Global Issues<br>(Elective)             | 5    | This module encourages learners to think critically about historical and current global social, economic, political and cultural processes in an ever-transforming world. Through an exploration of various case studies and practical examples, learners will analyse the ways in which global issues impact everyday life across the world. A range of theories and concepts will be applied to enable learners to evaluate the ways in which social life is both shaped by, and at the same time is instrumental in shaping, contemporary forms of global processes. Thus, learners will be asked to contemplate the relationship between abstract global issues and practical local examples. Particular attention will be paid to enabling learners to assess the ways in which global issues are influencing social, economic and cultural change in contemporary Ireland. |

| Stage label | Module title                              | ECTS | Module synopsis  |
|-------------|---|------|--|
| Award       | International Marketing<br><br>(Elective) | 10   | This module reviews the complex issues international marketers face when entering international markets. Socio-cultural, technological, economic, competitiveness and regulation challenges need to be assessed to evaluate market opportunities with the view of devising a successful International marketing plan. A sensitive approach and attitude to foreign markets is necessary to develop an in-depth understanding of foreign consumers. Learners in this module are encouraged to form cross-cultural teams to work on an international marketing project they will have to defend in front of an audience.   |
| Award       | Capstone Project<br><br>(Mandatory)       | 10   | <p>This module provides learners with the opportunity to demonstrate their ability to work independently, or in a group setting, on a well-defined research question in an organised and critical manner. The module will enable learners to develop their research and analytical skills. The capstone module, business project synergises previous learning and ensures graduate attributes such as independent learning, analytical and problem-solving skills as well as research and development are captured by the learner and necessitates time management and planning.</p> <p>Learners will be provided with appropriate research topics in the specific domain they choose to focus upon. Learners will select their research question, determine the appropriate research approach, summarise the relevant literature, apply specific research methodologies, collect secondary data, critically appraise their findings, and construct appropriate recommendations.</p> |

## 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 or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into the workshop and then finishing with a tutorial approach.

Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, 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.

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.

### 3.2 Assessment Schedule

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

| Stage | Module  | ECTS | Assessment  |
|-------|---|------|---|
| 1     | Maths & Stats for Business (Mandatory)        | 10   | Continuous Assessment One 20%<br>Continuous Assessment Two 20%<br>Final Exam 60%  |
| 1     | Business Context and Organisation (Mandatory) | 10   | Continuous Assessment 50%<br>Exam 50%   |
| 1     | Marketing Essentials (Mandatory)              | 10   | CA1 Group Project (35%) with Individual Component (35%)<br>CA2 In-class test (30%)  |
| 1     | Information Technology Essentials (Mandatory) | 10   | CA1 Individual assignment to produce a database and a small website for an independent business (60%)<br>Proctored Exam (40%) |

| Stage | Module  | ECTS | Assessment  |
|-------|---|------|---|
| 1     | Economic Perspectives (Mandatory)                         | 10   | Continuous Assessment (MCQ) 40%<br>Project (Case Study) 20%<br>Final Exam 40%   |
| 1     | Foundational Academic Skills (Mandatory)                  | 5    | CA1 Mock Assessment Creation / AI solution critique (15%)<br>CA2 Presentation (with academic referencing) (35%)<br>CA3 Reflective Journal (50%)         |
| 1     | Introduction to Business Finance (Mandatory)              | 5    | Continuous Assessment: 100%<br>In Class Test 50%<br>Group Project 50%   |
| 2     | Management (Mandatory)                                    | 10   | CA1 Report (70%)<br>CA2 Presentation (30%)  |
| 2     | Business Financial Management (Mandatory)                 | 10   | Continuous Assessment 30%<br>Final Exam 70%   |
| 2     | Digital Business Solutions (Mandatory)                    | 10   | CA1 3000 Word group portfolio project (70%)<br>CA2 In-Class Test (30%)  |
| 2     | Business Ethics and Research Practices (Mandatory)        | 5    | CA1 Group Debate (90%) and Individual Reflection (10%)  |
| 2     | International Economics (Mandatory)                       | 5    | CA1 In-Class Essay (100%)   |
| 2     | Business Psychology (Elective)                            | 10   | CA1 Individual Essay Assignment (2000 words) (50%)<br>CA2 Individual 10 minute Presentation (min 15 slides) with defense to presentation findings (50%) |
| 2     | Social Psychology (Elective)                              | 10   | Continuous Assessment 1 (Individual) 50%<br>Continuous Assessment 2 (Essay) 50%   |
| 2     | Principles of Business Law (Elective)                     | 10   | Individual Essay 50%<br>Group Project: Contract, Tort, and Agency 50%   |
| 2     | Employee Relations and the Law (Elective)                 | 10   | Group Project 1 25%<br>Group Project 2 25%<br>Final exam 50%  |
| 2     | Organisational Behaviour for Managers (Elective)          | 10   | CA1 Research assignment/ Case Study (50%)<br>Final Exam (50%)   |
| 2     | Adaptive Leadership in Sustainable Enterprises (Elective) | 10   | CA1 Individual Consulting Report 2000 words (100%)  |
| 2     | Project Planning and Control (Elective)                   | 10   | Group Report and Presentation 40%<br>Individual Report 60%  |
| 2     | Project Feasibility (Elective)                            | 10   | CA1 Individual Feasibility Study (50%)<br>CA2 Verbal Defense (50%)  |
| 2     | Introduction to Supply Chain Management (Elective)        | 10   | CA1 Individual 2000 word essay (50%)<br>Proctored exam (50%)  |
| 2     | Procurement Strategies (Elective)                         | 10   | CA1 Individual Essay Procurement strategy development for a chosen company (60%)<br>CA2 Group report and presentation on a case study (40%)             |
| 2     | Business Programming (Elective)                           | 10   | CA1 Program Writing (Two Questions) (25%)   |

| Stage | Module  | ECTS | Assessment  |
|-------|---|------|---|
|       |   |      | CA2 Program and Function Writing (Three Questions) (25%)<br>Final Exam (50%)  |
| 2     | GeoPolitics (Elective)                            | 5    | CA1 Individual report   |
| 2     | Global Finance                                    | 5    | Individual Project (100%)   |
| 2     | Intercultural Management                          | 10   | CA1 Individual Poster and Poster Presentation (showcase) (60%)<br>CA2 Collaborative Online International Learning (COIL) Project (40%)  |
| Award | Strategic Management (Mandatory)                  | 10   | CA1 Group Applied Strategic Analysis Report (80%)<br>CA2 Individual Contribution (20%)  |
| Award | Global Business (Mandatory)                       | 10   | CA1 Group Global Business Report (50%)<br>Final Exam (50%)  |
| Award | Human Resource Management (Mandatory)             | 10   | CA1 Case Study Group Report (80%)<br>CA2 Individual Reflection (20%)  |
| Award | Organisational Psychology (Elective)              | 10   | CA1 In-class Short Answer Test (50%)<br>CA2 Case Study Analysis (50%)   |
| Award | Personality and Individual Differences (Elective) | 10   | CA1 Psychobiography Essay and Poster (60%)<br>CA2 Presentation (40%)  |
| Award | Human Resource Development (Elective)             | 10   | CA1 Design and deliver a skills training (20%)<br>CA2 Design a substantial learning programme (30%)<br>Final Exam (50%)   |
| Award | Contemporary Performance Management (Elective)    | 10   | CA1 Individual Project (2,500 words) (50%)<br>Final Exam (50%)  |
| Award | Corporate Law and Governance (Elective)           | 10   | CA1 Individual Project (2500 words) 50%<br>CA2 Presentation and verbal defence (10 mins) (50%)  |
| Award | Advanced Business and Commercial Law (Elective)   | 10   | CA Individual Project (2500 words) incorporating a presentation and verbal defence (100%)   |
| Award | Project Planning Techniques (Elective)            | 10   | CA1 Individual Project (2500 words) Green Line Project (40%)<br>CA2 In-class individual Entrepreneur Project Simulation (60%)   |
| Award | Project Management and Evaluation (Elective)      | 10   | CA1 Individual Presentation (10 minutes) (40%)<br>CA2 Group project manages and delivers a business-themed event within the college (60%)   |
| Award | Data Management and Analytics (Elective)          | 10   | CA1 Group Assessment (with individual reflection component) – Case Study on Data Management Strategy (50%)<br>CA2 Group Assessment (with individual reflection component) – Case Study on Data Governance and Analytics (50%) |
| Award | Contemporary Performance Management (Elective)    | 10   | CA1 Individual Project (2,500 words) (50%)<br>Final Exam (50%)  |

| Stage | Module   | ECTS | Assessment   |
|-------|--|------|--|
| Award | Creativity, Innovation and Entrepreneurship (Elective)       | 10   | CA1 Group Assignment Proposal (30%)<br>CA2 Group Assignment Final Plan – (70%) (60% Report / 10% Individual reflection)  |
| Award | Supply Chain Sustainability (Elective)                       | 10   | CA Poster Presentation and defence aligning with the UN Sustainable Development Goals <ul style="list-style-type: none"> <li>● Poster design - 40%;</li> <li>● Presentation 40%;</li> <li>● Individual presentation skill 20%</li> </ul> |
| Award | Applied Project in Global Supply Chain Management (Elective) | 10   | CA1 Individual Report (70%)<br>CA2 Individual Presentation (30%)   |
| Award | Visual Analytics for Business Intelligence (Elective)        | 10   | CA1 Individual data analysis and visualisation project (60%)<br>Final Exam (40%)   |
| Award | Business Systems Analysis (Elective)                         | 10   | CA1 In-class Test (20%)<br>CA2 Group Design of System / Presentation (80%)   |
| Award | Environment and Society (Elective)                           | 5    | CA Environmental Impact Report (100%)  |
| Award | Global Issues (Elective)                                     | 5    | CA1 Individual Report (100%)   |
| Award | International Marketing (Elective)                           | 10   | CA1 Group Project (50%)<br>Final Exam (50%)  |
| Award | Capstone Project (Mandatory)                                 | 10   | CA1 Business model canvas presentation and supporting information (35%)<br>CA2 Business plan (65%)   |

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 programme schedule. Where a learner is found to require additional learning support, the Equality & Diversity Officer Joanne O'Donnell will identify appropriate support or an alternative assessment instrument. This will be agreed with the Registrar's Office and will be in accordance with the DBS Assessment Regulations. Please refer to DBS Quality Assurance Handbook (QAH) for further details.

### Assessment Submission

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

- Complete ALL assessment components.
- Submit all 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 hand writing answers to ensure that your writing is legible.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Learner Supports Service](#) well in advance of any assessment or exam dates.

### 3.3 Reassessment

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

### 3.4 General Submission Requirements

1. All 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 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](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:

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](#). There is a link to it on every Moodle page under **Quick Links>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 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.

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>.

### 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><b>LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3)</b><br/>Students generally only have FOUR (4) opportunities to complete a module successfully<br/>If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt<br/>Dissertation modules usually only allow TWO (2) opportunities.<br/>Students who Exhaust their opportunities will be Withdrawn from their programme</p>                   | <p><b>PMCs (QAH B.4.3)</b><br/>Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam.<br/>PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting.<br/>PMCs are not automatically approved.<br/>PMCs require supporting evidence where available.</p>   | <div style="border: 2px solid purple; border-radius: 50%; padding: 5px; width: 40px; margin: 5px auto;"> <b>PMC<br/>FORM</b> </div> <div style="border: 2px solid red; border-radius: 50%; padding: 5px; width: 40px; margin: 5px auto;"> <b>LEARNER<br/>SUPPORTS</b> </div>  |
| <p><b>CAPPED MODULE GRADES (QAH 5.5.3)</b><br/>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="border: 2px solid blue; border-radius: 50%; padding: 20px; width: 100px; margin: auto;"> <p style="color: white; font-size: 1.2em; font-weight: bold;">Quality<br/>Assurance<br/>Handbook</p> <p style="color: white; font-weight: bold;">(2019)</p> </div>  | <p><b>LATE SUBMISSION PENALTY (QAH B.5.4)</b><br/>Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline.<br/>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><br/>Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified.<br/>Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college.<br/>The Library has classes and support guides on Academic Referencing, Urkund, etc.</p> | <p><b>APPEALS (QAH B.3.5)</b><br/>Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results.<br/>Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal.<br/><b>Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal.</b><br/>Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.</p> | <div style="border: 2px solid green; border-radius: 50%; padding: 5px; width: 60px; margin: 5px auto;"> <b>ASSESSMENT EXTENSION<br/>REQUEST FORM</b> </div> <div style="border: 2px solid blue; border-radius: 50%; padding: 5px; width: 60px; margin: 5px auto;"> <b>APPEALS, VERIFICATION, VIEW SCRIPTS<br/>POLICIES &amp; FORMS</b> </div> |
| <div style="border: 2px solid blue; border-radius: 50%; padding: 5px; width: 60px; margin: 5px auto;"> <b>LIBRARY SUPPORT -<br/>REFERENCING</b> </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 wellbeing and success. The Team has received awards to recognise their efforts.

### 6.1 The Learner Charter

The DBS Learner Charter was revised in early 2022 to reflect the challenges of engagement. It defines a number of DBS and learner commitments that will foster a supportive, constructive and positive learning environment for students at DBS. The Learner Charter can be found in [Quality Assurance Handbook, Part B, Section 3.1](#).

## Section 7 My Career

### 7.1 Student Careers

The DBS Careers Team are 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 services can be accessed [on DBS website](#). It is based in the Aungier Street DBS building behind reception. 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!