



Bachelor of Business

Level 7, 180 ECTS

Programme Handbook

2024/25

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 the Academic Director

I am delighted to know that you have chosen to come to DBS to complete the next stage of your education. We offer you a very warm welcome with a sincere wish that your stay here will be enjoyable and rewarding and that you will participate in both the social and academic life of your college.

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. If there are unanswered questions or issues, please contact me or the Programme Coordinator (contact details can be found below).

I hope you will make every effort to attend the induction programme, which will be very helpful to you, and which will give you an early opportunity to meet with other students on the same programme.

Please do not hesitate to contact me on rita.day@dbs.ie if you have any questions. Best wishes to you all for a great year!

Rita

Dr Rita Day
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 Programme Coordinator or Programme Level Manager. 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 work to ensure all programmes developed and run are of a high academic standard.

- **Programme Coordinator**

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

- **Programme Level Manager**

The Programme Level Manager 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. The Programme Level Manager is a direct point of contact for students.

1.2 Main Points of Contact for the programme

Position	Name	E-mail
Programme Coordinator	Louise Dent	students.dbs.ie/dashboard/sccm
Programme Level Manager	Keelin Lee	keelin.lee@dbs.ie

In DBS, email addresses for lecturing staff are as follows: 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 where they will be met with the Student Help Form. This creates a request or ticket which is monitored by the teams.

1.3 Programme Structure

Below is the programme overview by stage (elective modules at the Award stage are marked with E).

Stage	Module Title
1	Business Environment
1	Digital and Media Skills for Business
1	Fundamentals of Accounting
1	Fundamentals of Marketing
1	Business Maths
1	Academic Skills
2	Organisational Behaviour
2	Applied Digital Skills for Business
2	Introduction to Cost Accounting
2	Contemporary Marketing Communications
2	Business Economics
2	Critical Thinking Skills
Award	Management Practice Project (M, 10 ECTS)
Award	Digital Technologies for Business (M, 10 ECTS)
Award	Business Financial Management (M, 10 ECTS)
Award	Innovation and Entrepreneurship (M, 5 ECTS)
Award	Business Ethics and Research Practice (M, 5 ECTS)
Award	Selling and Sales Management (E, 10 ECTS)
Award	Financial Accounting (E, 10 ECTS)
Award	Cost Accounting (E, 10 ECTS)
Award	Digital Marketing Planning and Management (E, 10 ECTS)
Award	International Marketing Practice (E, 10 ECTS)

Award	Database Design and Cloud Technologies (E, 10 ECTS)
Award	Business Programming (E, 10 ECTS)

Section 2 Programme Details

2.1 Aims of the Programme

The Bachelor of Business (180 ECTS) Level 7 is a three-year full-time programme purposefully designed to develop knowledge and skills in the area of general business, marketing, accounting and information technology that are in demand in the current labour market. It also contains an embedded exit award of a Higher Certificate in Business (NFQ Level 6, 120 ECTS).

The Bachelor of Business programme is designed to give a clearly structured business education that provides a solid foundation for success in a business career. The programme provides a grounding in fundamental business concepts, ideas, practices and methodologies and features a rich learning environment that involves students in comprehensive analysis of business organisations, functions, processes and management techniques. It is organised around five learning pillars which focus on the development of knowledge skills and competencies in Management, Finance and Accounting, Marketing, IT and Learning. The programme provides the work-aligned knowledge and skills that will prepare students for the challenges posed by the dynamic nature of the modern business environment. Learners will acquire solid core business knowledge and skills along with transversal skills such as communication, presentation and written ability along with numerical and digital literacy. These skills are not related to any business area but are useful across a variety of disciplines. Learners on this undergraduate programme will benefit from not only foundational knowledge and skills fundamental to business but will also have the ability to choose a specialise in informational technology, accounting, marketing or general business. In addition, learners will benefit from gaining knowledge and understanding of the vital role that effective leadership and communication have in business along with acquiring insights into human resource management, economics, innovation and entrepreneurship.

In their final year, simulated work-based learning is embedded to help learners to use and develop work-based skills to prepare them for the workplace. Also, in year three, learners have the opportunity to continue on the general Bachelor of Business programme or specialise in accounting and finance, marketing or information technology.

A learner on the Bachelor of Business will demonstrate business skills through formative and summative assessments, which capture the resilience and agility required of graduates in contemporary and diverse business environments. The learner will see how and why an organisation must function to ensure profitability, sustainability, relevance and growth and acquire a solid understanding of general business theory and practice. In this way, the programme reflects the needs of the market and the core business functions required.

The learner will have the option of an embedded exit award after year two, titled a Higher Certificate in Business (Level 6, 120 ECTS). If a learner wishes to transfer from this general business programme to another specialisation such as a degree in accounting, marketing or information technology, the exit award will afford this opportunity to the learner because year one and year two modules offer the underpinning for the stated specialisations. In addition, the Higher Certificate programme is designed to enable learners to have the necessary academic skills to prepare them for progression to further study at the degree level.

Learners who wish to continue with the Bachelor of Business will have the opportunity to choose a specialist pathway in the area of interest. The learner will be guided by their lecturing team and Academic Director at the end of year two on the choices of specialisation available and that will be best suited to the learner.

The specific programme objectives are to:

1. Equip learners with an understanding of business theories and concepts and an awareness of key business issues and relate these to a wide range of business and industry settings.
2. Enable learners to develop practical solutions to a variety of business problems using current techniques and approaches.
3. Provide learners with an understanding of the various roles and functions of business within the wider professional, social, economic and cultural environment.
4. Provide learners with the opportunity to specialise in a sub-field of business learning and increase their knowledge and skills in this specialised area of marketing, accounting, information technology.
5. Develop in learners a range of core interpersonal skills, characteristics and attitudes for learners to work collectively and individually within a business environment.
6. Encourage learners to develop written, communication and presentation skills.
7. Facilitate learners' progression to a career in business, or to further academic study and embrace life-long learning.

As noted above, the programme is organised around five learning pillars which focus on the development of knowledge skills and competencies in Management, Accounting and Finance, Marketing, IT and Learning.

Bachelor of Business: Management learning pillar

The Management learning pillar focuses on the Level 6 modules, Business Environment at stage one and Organisational Behaviour at stage two. This knowledge is further extended at Level 7 in the capstone module, Management Practice Project. Graduates can then engage in further study, and continue in the business, marketing or accounting domains in the undergraduate degree BA (Hons) in Business or the BA (Hons) in Marketing, or Accounting and Finance or exit with the ordinary degree and a solid grounding in the knowledge domain of management.

Bachelor of Business: Marketing learning pillar

The Marketing learning pillar focuses on the Level 6 modules, Fundamentals of Marketing at stage one and Contemporary Marketing Communication at stage two. This knowledge is further extended at Level 7 in the elective modules, Digital Marketing Planning and Management modules and International Marketing Practice. Graduates can then engage in further study, and continue marketing domain in the undergraduate degree BA (Hons) in Marketing, or exit with the ordinary degree and a solid grounding in the knowledge domain of Marketing.

Bachelor of Business: IT learning pillar

The IT learning pillar focuses on the Level 6 modules, Digital and Media Skills for Business at stage one and Applied Digital Skills for Business, at stage two. This knowledge is further extended at Level 7 in the mandatory module, Digital Technologies for Business and elective modules, Database Design & Cloud Technologies and Business Programming. Graduates can then engage in further study, and continue in the IT domain in the undergraduate degree BA (Hons) in Business which has two specialist

elective pathways of the Cloud Computing and the Information Systems stream. Or they can exit with the ordinary degree and a solid grounding in the knowledge domain of digital skills for business.

Bachelor of Business: Accounting and Finance learning pillar

The Accounting and Finance learning pillar focuses on the Level 6 modules, Fundamentals of Accounting at stage one and Introduction to Cost Accounting at stage two. This knowledge is further extended at Level 7 in the mandatory module, Business Financial Management and elective modules, Cost Accounting and Financial Accounting. Graduates can then engage in further study, and continue in the Accounting and Finance domain in the undergraduate degree BA (Hons) in Accounting and Finance. Or they can exit with the ordinary degree and a solid grounding in the knowledge domain of Accounting and Finance.

Bachelor of Business: Learning pillar

Learners engage in a number of academic skills focussed modules across the degree, in each of the stages. At Stage one, the Level 6 module, Academic Skills, provides them with the tools and techniques for academic writing at tertiary level. At stage two, the Level 6 module, Critical Thinking Skills, fosters critical reading, writing and thinking. In the final year, stage three, the Business Ethics and Research Practice module equips learners with the knowledge and understanding of ethical business practice and provides a grounding in research practice as a support and complementary module to the capstone, Management Practice Project module. Should learners wish to progress to the honours degree, BA (Hons) in Business or the BA (Hons) in Marketing, this module provides a core function in enabling future research practice.

The programme, therefore, provides the knowledge and skills that will prepare students for the challenges posed by the dynamic nature of the modern business environment. To enable this further, the final year of the programme contains elective pathways (2 modules of 10 ECTS each) are proposed as follows:

General – This pathway allows students to continue gaining a broader knowledge of business and is designed to provide insight into two varying business disciplines as opposed to one specialism. It concentrates on Selling and Sales Management as well as one aspect of either Marketing, Accounting, or IT. Learners who choose this specialism will acquire an understanding of the selling function and its strategic relationship with marketing in a market-driven organisation. Students will gain insight into the multi-faceted role of the sales manager becoming equipped with the knowledge, skills, and competences in preparing and delivering effective sales presentations in a B2B environment. The inclusion of Sales and Selling Management in the general pathway was a logical step considering personal selling is increasingly a key element in an organisation’s marketing communications mix, a strong knowledge of which contributes to the development of generic business skills of application, problem solving, evaluation, and communication – all emphasised as fundamental by employers. In the digital age, marketers have an increasingly wide variety of communications mix elements at their disposal yet personal selling still remains arguably the most persuasive tool and the most effective in terms of relationship building, particularly in the sale of high involvement products and services, whether B2C or B2B. Personal selling can also make a valuable contribution to the marketing planning process, for example, in analysis of the market, helping determine sales potential, and the development of a marketing strategy. The learner will gain practical skills required to prepare and deliver a professional B2B sales presentation and solve a prospective client’s problems. Learners will

gain an understanding of best practice in selling and sales management and understand the theory underpinning the module and the environmental forces affecting it.

IT – This pathway focuses on enabling learners to gain the concepts of, and insights into computing and related technologies for business in Database Design & Cloud Technologies and Business Programming. It is designed to be specifically relevant to the modern business environment in which the role of IT has become increasingly important. The use of systems and related-technologies to control and manage organisational data and information has developed into a vital business discipline. As a result, business people 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. This specialism has been designed to equip the learner with the necessary skills and knowledge that would enable them to function effectively within a modern business environment as well as providing a firm grounding in all aspects of business. Learners who choose information technology specialism will be exposed to the fundamental issues surrounding the world of computing, build practical skills in databases, spreadsheets and web technologies and contextualise the role that computer technologies play in the evolution and development of business systems, and the legal and ethical issues. Learners will examine core database management tools and techniques as enterprises now rely on their data assets to make informed and increasingly effective decisions. This pathway carefully links and aligns the programme modules Digital and Media Skills for Business, Applied Digital Skills for Business, and Digital Technologies for Business.

Marketing – this pathway focuses on Digital Marketing Planning and Management and International Marketing Practice. Including Marketing as an option for specialism was a logical step considering the plentiful success stories of companies capturing market share following their adoption of a digital marketing strategy in our digital age. It is, in today's age, a prerequisite that all organisations have an effective online presence in order to survive and even thrive in today's business environment. Learners choosing this specialism will explore the Contemporary Marketing Communication techniques that businesses need to harness in order to fully exploit digital marketing to reach and engage online audiences across the customer lifecycle, from generating awareness, conversion to sale to retention and growth of customers. As well as Digital Marketing Planning and Management, students will gain an insight into the importance of International Marketing Practices. For many companies, survival in the new global marketplace would not even be possible without the implementation of the principles of international marketing strategies. International marketing has become an essential topic in business in a digital age where regional, national, and international borders have become obsolete. This specialism will provide the learner with an up-to-date view of the development and growth of organisations in international markets. This pathway carefully links and aligns the programme modules *Fundamentals of Marketing* and *Contemporary Marketing Communications*.

Accounting – this pathway focuses on financial accounting and builds on the knowledge acquired in *Fundamentals of Accounting*, *Introduction to Cost Accounting*, and *Business Financial Management* with a greater emphasis on the theoretical underpinning of common accounting practice through Financial Accounting and going deeper into Cost Accounting. The learner will develop and apply previous learnings to the preparation and interpretation of financial statements in accordance with generally accepted accounting principles. This specialism will engage students contributing to the development of generic skills of application, problem solving, evaluation, and communication – all emphasised as fundamental by employers. Accounting – often described as the language of business – is at the heart of business function. Some learners on the Bachelor of Business will be in the process

of conceptualising their future career, while others will have a clear vision carved out – what is certain for both is that accounting will play an important role in some shape or form. Including accounting as an option for specialism was an important decision considering the fact that, increasingly, a more advanced understanding of accounting is being required of managers in all sectors. This is mostly due to the fact that accounting is no longer a subject of recording and presenting financial statements in a fixed format but is ever more focused on the economic value of transactions, reflecting the financial performance and health of an organisation.

Taken together, the learning pillars, and specialisms, provide an opportunity to learners to focus in an area of interest, providing learners with the body of knowledge and skills directly transferable to a wide range of organisational settings, from large commercial entities, and research and development, to potential entrepreneurs. Upon programme completion, students will possess foundational knowledge of a range of business disciplines which will allow them to pursue a variety of roles within an organisation or encourage a desire for further academic study. Graduates can engage in further study, and continue into final year of the business, marketing or accounting undergraduate degrees at DBS: the BA (Hons) in Business: the BA (Hons) in Marketing, or the BA (Hons) Accounting and Finance or exit with the ordinary degree and a solid grounding in the field of business.

The programme equips students with workplace readiness skills through foundational academic underpinning combined with critical thinking skills and knowledge domain modules, such as the Management Practice Project. Transversal skills are considered of utmost importance and opportunities from this programme enable learners to develop management attributes, an entrepreneurial spirit, an appetite for marketing, accountancy & finance and information technology.

In this way, this programme aims to create a competent business graduate whose appetite for further education, personal development and life-long learning has been stimulated.

2.2 Programme Learning Outcomes

On successful completion of the Bachelor of Business programme graduates will be able to:

MIPLO1	Comprehend essential business knowledge, theoretical models and principles within the core aspects of business.
MIPLO2	Appraise the inter-relationships between business functions and business processes and their impact on product and service provision.
MIPLO3	Apply diagnostic and creative skills in the solution of business problems showing an interdisciplinary approach to resolution.
MIPLO4	Synthesise tools and techniques in a critical way to confidently adapt to changing business environments.
MIPLO5	Analyse data and information, deriving knowledge to enhance business planning and decision making.
MIPLO6	Evaluate the role of business within the wider social, economic and cultural environment.
MIPLO7	Display interpersonal skills in listening, negotiation, persuasion and the ability to present these in individual and group situations.

MIPLO8	Evaluate the role of the sub-functions of business (such as information technology, marketing, management and accounting) in the business ecosystem.
MIPLO9	Display an appreciation of transferable skills such as time management, project management and communication skills (written and verbal) in the completion of academic work.

2.3 Programme Structure

Stage label	Stage synopsis
1	<p>The Bachelor of Business is a three-year full-time or four-year part-time programme (180 ECTS) credits. In this ordinary Bachelor's degree programme, learners study common subjects in first year and second year, followed by flexibility and specialism in award year subject choice. This allows learners in the final stage to orientate their studies towards preferred subjects or to choose disciplines in which they have demonstrated strength in stages one and two.</p> <p>Stage one (FT) of this programme provides the learner with a broad-based business education to assist the graduate to work successfully in many different areas of business. Learners will study a variety of business subjects and develop a general understanding of the administrative, economic, legal and social environment within which business operates while learning and applying the digital skills, through the Digital and Media Skills for Business module. Learners will get an insight into many business disciplines. There is a strong emphasis during the programme on practical business projects to develop the skills required by graduates in the workplace. This programme offers the module underpinning to allow this transition. This programme is designed to offer the learner the opportunity to study the area of interest in business they may have, and then pursue what aspect of business inspires the learner the most.</p>
2	<p>Stage two (FT) of this programme earners will acquire solid core business knowledge and skills along with a transversal skill such as communication, presentation and written ability along with numerical and digital literacy, through the Applied Digital Skills for Business module. These skills are not related to any business area but are useful across a variety of disciplines. Learners on this undergraduate programme will benefit from foundational knowledge and skills fundamental to business in management, informational technology, accounting and marketing.</p>
3	<p>Stage three (FT) learners will benefit from gaining knowledge and understanding of the vital role that effective leadership and communication have in business along with acquiring insights into human resource management, economics, innovation and entrepreneurship which focuses on simulated work-based learning. Learners will also further enhance their digital skills through the Digital Technologies for Business module. In the final award stage, learners have the opportunity to continue on the general Bachelor of Business programme or specialise in accounting and finance, marketing or information technology. Those who complete the Bachelor of Business may be eligible for transfer to the final stage of the Bachelor of Arts (Honours) in Business programme (Level 8 award) or related Level 8 undergraduate programmes. Graduates may also be in a position to take up further Level 8 conversion programmes such as a Higher Diploma.</p>

2.4 Other Relevant Programme Information

Module Synopses

Stage label ¹	Module title	ECTS	Module synopsis
1 M	Business Environment	10	This module introduces students to the significant influence of the wider external business environment, the competitive environment and internal environmental factors, on organisational success. It will introduce students to selected environmental analysis tools. It seeks to introduce students to the contribution and concerns of the various business functional areas, Operations Management, Finance, Human Resources Management, and to allow them to sample selected techniques and concepts regarding these functions. The module also introduces concepts of ethics, and entrepreneurship.
1 M	Digital and Media Skills for Business	10	This module will equip learners with practical IT skills. Learners will identify and configure desktop elements and identify computer settings. They will apply best practice for File Management, storage and security. Learners will build key IT skills for business in current software tools such as Word Processing, Desktop Publishing, and Spreadsheets. Learners will understand the basic syntax of HTML and utilise tools and applications to create, integrate and showcase visual digital content.
1 M	Fundamentals of Accounting	10	This module equips the learners with the ability to prepare and understand basic financial statements for sole traders, as well as developing a fundamental knowledge of the underlying principles of financial accounting.
1 M	Fundamentals of Marketing	10	This module introduces the learner to marketing concepts and theories whose key objective is to provide a comprehensive foundation within the marketing subject area. Lectures will be the primary method of delivery. These are supported by tutorials to facilitate further discussion of material and guidance for self-directed learning. Guest lecturers will be invited to offer seminars to develop the learners' understanding of current practices in marketing led organisations. An intranet site exists for the module where supplementary material and appropriate relevant links will be available.
1 M	Business Maths	10	Business Maths introduces learners to a set of widely applicable quantitative skills for use in relevant business situations. The material provides the foundations for other areas on the programme where numeracy is required such as accountancy and economics in years 2 and 3. This module provides learners with math calculations in the context of business applications. An important aim of this module is to develop learners' understanding of how they can apply mathematics concepts when presented with unfamiliar situations and therefore develop problem solving skills. Additionally, this module seeks to help learners develop intuition related to business context.

¹ M (Mandatory)/E (Elective)

Stage label ¹	Module title	ECTS	Module synopsis
1 M	Academic Skills	10	This module is an academic awareness and skills unit designed to support learners in transition to third-level study. It introduces learners to the culture and expectations of academic study and guides them through the acquisition and practice of many of the key skills they will require for successful participation and engagement in their studies. The module also provides a space in which the learners can reflect upon their own personal learning needs and develop strategies for effective study habits and routines.
2 M	Organisational Behaviour	10	The module gives learners an opportunity to focus on being better people managers, and colleagues, and team players by helping them understand why people behave the way they do in organisations, or in the workplace. The module will offer the Organisational Behaviour theory underpinning modern management practice. It will highlight individual, group and contextual/organisational influences on workers performance and satisfaction in organisations, and the relation of those influences to certain metrics or outcomes or behaviours in which the organisation is interested. It will highlight practical uses and applications of this knowledge which can be brought to the workplace, e.g. diagnostic and solution design skills.
2 M	Applied Digital Skills for Business	10	Learners will further develop and deepen IT skills developed in Applied Digital Skills for Business in Stage one. Learners will apply their skills to develop optimal database and spreadsheet solutions for given scenarios. Learners will contextualise the role that Information Technologies play in enabling business. They will investigate the legal issues and responsibilities that have emerged for data controllers and apply techniques to validate and control data entry in applications. Learners will learn how to secure, and audit data stored in applications and consider some of the ethical concerns in database design.
2 M	Introduction to Cost Accounting	10	The module introduces learners to cost accounting and provides the knowledge and understanding to apply the basic principles, concepts and techniques of cost accounting in commercial situations.
2 M	Contemporary Marketing Communications	10	This module will enable learners to examine the well-established media of advertising, sales promotion, direct marketing, public relations and sponsorship, in addition to the newer electronic forms of marketing communications in an integrated manner. By blending and integrating advertising, promotions, and marketing communications together, learners will be equipped with the information they need to understand the process and benefits of successful IMC campaigns and how these methods are important business activities to promote any successful business. Lectures will be the primary method of delivery and will additionally include guest lectures from industry experts.

Stage label ¹	Module title	ECTS	Module synopsis
2 M	Business Economics	10	The module is designed to expose learners to the various economic perspectives existing in the world today; be it left/right wing, economic nationalist/globalist; learners will also apply the theoretical frameworks learnt to any industry/economy to enable them to have a sophisticated view of the major changes taking place outside the classroom.
2 M	Critical Thinking Skills	10	This module aims to develop skills and competencies in critical reading, writing and thinking and in so doing, promote awareness amongst learners of the importance of disciplined reading, writing and thinking. It has been designed to specifically support the learner in the development of a disposition for good reasoning and evidenced-based thinking along with the technique of effective public speaking aiding good communication in verbal and written formats in a variety of contexts. This 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.
3 M	Management Practice Project	10	This capstone module introduces the learner to the nature of management and advocates the importance of good managerial practice in contemporary organisations. The module is designed to explain the integrative nature of managerial functions. The module identifies how their environment affects organisations and how organisations in turn create change, through innovation and adapt to their local and global environments. Learners will be encouraged to understand how management has evolved and continues to be influenced by institutional and cultural factors. The module places an increased emphasis on corporate governance, ethics, data mining for performance management, entrepreneurship, innovation, change management and operations and supply chain management. Through the capstone project, learners will be able to synthesise their learning as well as develop and apply project management techniques to the deliverables of a research-focused project.
3 M	Business Financial Management	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. This module aims to provide learners with the knowledge and ability to be able to assess and formulate financial strategies for business and apply sound business management principles.

Stage label ¹	Module title	ECTS	Module synopsis
3 M	Digital Technologies for Business	10	Digital technologies have redefined how the business world functions. In this module learners will examine the role of information systems (IS) technologies in the digital world. Learners will develop awareness of how IS can support management and examine the effect of the web and emerging digital technologies on businesses. Integrating a digital business angle to current business practices is integral to capturing new opportunities. Given that digital technologies enable innovative solutions, learners will gain insight into how businesses can gain competitive advantage through digital transformation. It is also imperative that learners gain a critical appreciation of Information Systems Security, Privacy, GDPR and Ethical aspects when managing in the digital world. From the knowledge gained in examining various digital technologies in the e-business environment, learners will apply digital methods and techniques to the design of a digital business solution.
3 M	Innovation and Entrepreneurship	5	This module introduces learners to creative thinking and the basic concepts of entrepreneurship and innovation. It will provide students with an awareness of the intrinsic value of entrepreneurship, innovation and commercialisation activities and their role in business today. Learners will be introduced to technical and transferable skills required for entrepreneurial activity and will explore and develop their business plan in other modules across the course. Practical support will be offered to students who have identified business ideas that they wish to pursue further.
3 M	Business Ethics and Research Practice	5	The module will provide the environment to assist the learner to apply ethical principles in a given situation whether in business practice or in research. The importance of leadership and teamwork in relation to ethical practices will be appraised. Learners will be encouraged to scrutinise both Irish and international government legislations, policies and company responsibilities in relation to ensuring ethical business and research practices. The module will be delivered using a combination of teaching and learning strategies including lectures, case studies, published research papers, and self-directed learning. In addition, the module will provide workshops enabling students to debate and apply their knowledge to practical business situations.
3 E	Selling and Sales Management	10	This module aims to develop in learners an understanding of the selling function and its strategic relationship with marketing in a market-driven organisation. It will provide learners with an understanding of the multi-faceted role of the sales manager and will equip learners with the knowledge, skills, and competences in preparing and delivering effective sales presentations in a B2B environment.

Stage label ¹	Module title	ECTS	Module synopsis
3 E	Financial Accounting	10	This Financial Accounting module builds on the knowledge acquired in Level 6. The module develops and applies previous learnings to the preparation and interpretation of financial statements in accordance with generally accepted accounting principles.
3 E	Cost Accounting	10	This module advances and deepens learners' knowledge of cost and management accounting and provides the knowledge and understanding to apply and extend the principles, concepts and techniques of management accounting in commercial situations. This will include the ability to analyse, interpret and evaluate financial information as well as take into account related factors such as costing, legal frameworks, taxation and decision-making.
3 E	Digital Marketing Planning & Management	10	This classroom-based module will offer the learner both the theory and practice of planning, managing and measuring a digital marketing campaign. Planning elements including campaign scoping, deliverables, budgeting and performance reviews will be central to any digital campaign. Consumer engagement and insight into online behaviours are key to appreciation of the new landscape. Understanding the costs, rewards and risks associated with developing any interactive digital media campaign will be outlined also. This module will be supported with DVDs, e-materials, and guest presentations.
3 E	International Marketing Practice	10	This module will expose learners to a wide variety of international companies devising international marketing strategies for a variety of international markets. As national companies need to internationalise, it is vital for marketers to understand how to develop international marketing strategies. Individually, learners will be asked to debate case studies in class and make decisions in international contexts to provide international marketing strategies. In-group, learners will be required to select a Small Medium Sized company and devise a mode of entry strategy and an international marketing strategy to a host country if they are selected. Each week, learners will undertake international market research with the view to build an international research diary. The module balances teamwork with individual work and international external market audit with company internal audit. The final International Marketing Project will be delivered through poster presentations in front of the class.
3 E	Database Design and Cloud Technologies	10	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 as well as create and deploy a database to a cloud-based service.

Stage label ¹	Module title	ECTS	Module synopsis
3 E	Business Programming	10	This module introduces the learner to programming concepts and theories whose key objective is to provide a comprehensive foundation within the Programming subject area. Lectures will be the primary Method of delivery and will be supported by tutorials to facilitate further discussion of material and guidance for self-directed learning. To make Programming more attractive there will be hands-on activities. An Intranet site exists for the module where supplementary material and appropriate relevant links will be available.

2.5 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L **modes** include:

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

Examples of T&L **approaches** include:

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

Examples of T&L **activities** include:

Activity	Description
Case Study	Students review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what students are learning about
Group work	Students are divided into groups to work on a particular activity

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

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

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

2.6 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 7 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland.

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 while the assessment process is overseen by External Examiners. 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 Brief

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

Stage One, Level 6, Module Name	ECTS	Assessment Component Breakdown	Feedback
Business Environment	10	40% Group Case study 60% Individual MCQ or Workbook	Written and oral
Digital and Media Skills for Business	10	30% Group practical assessment 20% Computer Lab Test (cross-listed with Business Maths) 50% Individual Project	Written
Fundamentals of Accounting	10	40% Groupwork CA 60% Exam	Written

Fundamentals of Marketing	10	30% MCQ 70% Ebook	Written
Business Maths	10	20% CA (cross-listed in Digital and Media Skills for Business 80% (MCQ x 4)	Written
Academic Skills	10	25% Group project and presentation 40% Tests and exercises 25% Research essay and presentation 10% Self-Reflective diary	Written

Stage Two, Level 6, Module Name	ECTS	Assessment Component Breakdown	Feedback
Organisational Behaviour	10	40% Group case study 60% Individual in-class test (MCQ)	Written
Applied Digital Skills for Business	10	25% Individual MCQ 25% Practical lab exam 50% Project	Written
Introduction to Cost Accounting	10	30% 3 x in-class test 70% Examination	Written
Contemporary Marketing Communications	10	100% Group Assignment	Written
Business Economics	10	40% Individual CAs x 4 60% Individual Project	Written
Critical Thinking Skills	10	40% Group report and Debate 60% Portfolio	Written and Oral

Stage Three, Level 7, Module Name	ECTS	CA Component Breakdown	Feedback
Management Practice Project	10	20% Group Poster Presentation 80% Group Report	Written
Business Financial Management	10	30% Group Report 70% Examination	Written

Digital Technologies for Business	10	10% Project Proposal 60% Digital Web Solution 30% Presentation/Demo/Report	Written
Innovation and Entrepreneurship	5	80% Individual Business Plan 20% Poster Presentation (in conjunction with Management Practice Project)	Written and Oral
Business Ethics and Research Practice	5	100% Group Project	Written
Selling and Sales Management	10	50% Group written report 50% In-class test	Written
Financial Accounting	10	30% Group Assessment 70% Exam	Written
Cost Accounting	10	30% Group work 70% Exam	Written
Digital Marketing Planning & Management	10	70% Group Report 30% Group Digital Presentation	Written and Oral
International Marketing Practice	10	40% Individual Case Study 40% Group Project 20% Individual Research Diary	Written
Database Design and Cloud Technologies	10	30% Practical in-class test 70% Practical Database Project	Written
Business Programming	10	20% Lab assessment 30% Five Projects 50% Exam	Written

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

Assessment Submission

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

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

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 Useful links and tips

Door codes for Bow Lane are available at Reception desks.

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

. www.dbs.ie

. <https://elearning.dbs.ie/> (Moodle)

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

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

Section 4 Academic Calendar

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

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

Section 5 DBS Regulations and Quality Assurance

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

The Quality Assurance Handbook is on the DBS Student website [here](#) and there is a link to it on every Moodle page under **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 given below. The QAH should be your first port of call if you have a question about College regulations, or require assistance with a matter such as an appeal or complaint, for example.

QAH Table of Contents

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

5.1 Key Assessment Regulations

Quality Assurance Handbook – Key Assessment & Regulations Reminders

LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3)

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

PMCs (QAH B.4.3)

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

PMC
FORM

LEARNER
SUPPORTS

CAPPED MODULE GRADES (QAH 5.5.3)

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

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

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Handbook**

(2019)

LATE SUBMISSION PENALTY (QAH B.5.4)

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

ASSESSMENT EXTENSION
REQUEST FORM

ACADEMIC INTEGRITY (QAH B.3.3)

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

LIBRARY SUPPORT -
REFERENCING

APPEALS (QAH B.3.5)

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

APPEALS, VERIFICATION, VIEW SCRIPTS
POLICIES & FORMS

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

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

During your time in DBS, you will:

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

The Careers Hub services can be accessed [on DBS website](#). It is based in the Aungier Street DBS building behind reception, and the team can be contacted by [email](#).

Section 8 My Student Life

8.1 Peer Mentor Programme

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

8.2 Class Reps

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

8.3 Student Council

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

8.4 Student Entertainment

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

8.5 Social

College Life is about much more than just education. Through our broad range of clubs and societies, our students get to enjoy the full student experience, which extends beyond lectures and exams. The DBS Campus is Dublin City Centre, and we use all of the extra-curricular and recreational opportunities that our unique location offers. DBS recognises that clubs and societies are key to enhancing and enriching a student's experience while in college. We, therefore, encourage all of our students to get involved. Besides doing something that they love and enjoy, they will meet new friends with similar

interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

8.6 Societies

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

8.7 IT Helpdesk

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

8.8 DBS Library

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

Section 9 My Health and Wellbeing

9.1 Counselling Services

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

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

9.2 Disability and Inclusion

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

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

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

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

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

9.3 Student Well-Being Programme

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

9.4 The Student Engagement and Success Unit

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

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 2024/25. 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!