



Bachelor of Science (Hons) in Computing

Level 8, 240 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 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!

Richard

Richard Barry

Chief Academic and Innovation Officer

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Section 1 Programme Information

Welcome Message from Dean of School of Computing Emerging Technology

Hello and a very warm welcome to Dublin Business School. My name is David Williams, and I am the Dean of School of Computing Emerging Technology for your computing programme.

You have made the right choice on 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 ICT, Business, Arts and Law. Your choice to study computing 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 Computing and the postgraduate programmes, the MSc in Data Analytics and the MSc in Artificial Intelligence. I work closely with your Programme Coordinator 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 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 david.williams@dbs.ie if you have any questions.
Best wishes to you all for a great year!

David

Dr David Williams
Dean of School of Computing Emerging Technology

1.1 Programme Administration

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

- **Dean of School of Computing Emerging Technology**
The Dean of School of Computing Emerging Technology 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 contributing to programme development and delivery. They work across the discipline supporting the Academic Director to ensure the educational products delivered are of the highest quality.
- **Programme Level Manager**
The PLM is responsible for coordination of the organisation and delivery of the programme, and for the management and support of learners on the programme. The PLM has an important role in mentoring learners and providing them with guidance and support on both academic and non-academic matters related to learner life. The core purpose of the PLM role is to provide professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources.
- **Programme Coordinators**
Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.
- **Module Leader**
The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment, and completion of the module. Module leaders work hard to ensure a high-quality teaching and learning experience for all students.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Chisom George	students.dbs.ie/dashboard/sccm

Dean of School of Computing and Emerging Technology	Dr David Williams	david.williams@dbs.ie
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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.

Section 2 Programme Details

2.1 Aims of the Programme

The Bachelor of Science (Hons) in Computing (240 ECTS) programme is a four year full-time programme that aims to provide the academic knowledge and practical skills needed for a foundational computing qualification with further specialisation possible in the areas of web and mobile, data analytics, software development, databases and security, etc. The aim of the programme is to deliver high-quality, educated and informed graduates with understanding of the principles, theory and application of computing while also having the requisite up-to-date practical technical skills in these areas. The programme focuses on theoretical knowledge and practical skills in core areas such software development, database technology, computer networking, operating systems, computer security and web technologies while also offering applied skills in contemporary topics such as processing big data, cloud platform development and problem solving and algorithms. In addition, the proposed programme will enhance the learner's employability by addressing and developing competencies in communication, self-management, and teamwork. Graduates will possess computing skills that will be of lasting value in the dynamic field of ICT and will help support digital transformation to meet changing business and market requirements in an increasingly competitive and diverse global marketplace.

On completion of this programme, learners will have theoretical and practical skills in the area of computing; they will have the technical competencies and soft, transversal skills that are necessary in any business environment. This programme accommodates a wide audience of learners whose specific interests in computing may either be technically-focused or business-focused.

The specific programme objectives are to:

- Provide learners with the underpinning academic knowledge to enhance their educational and employment opportunities and provide computing skills that will be of lasting value in the dynamic field of computing.
- Guide the learner through a programme of study, which allows them to develop an understanding of the theory and practical applications of the essential computing disciplines.
- Provide the learner with an overall grounding in computing in order to lead to a variety of pathways in this discipline.
- Develop in learners a methodical and rational approach to problem solving and decision making, with the capability to apply acquired knowledge and skills to practical business situations.
- Provide learners with a substantial opportunity to apply learned knowledge and skills in a business environment and to reflect on the relevance of prior learning to the real world of work via a work placement in an IT role.
- Develop in learners a range of intellectual skills, encompassing team work, reasoning and evaluative skills, reporting, presentation and communication skills that develop as fully as possible their interpersonal abilities.

- Supervise the full-time learner in carrying out a capstone project, gaining experience in the research, formulation, implementation and evaluation of a problem and its solution.
- Help address the ICT national skills shortages by providing honours degree graduates with the necessary skills to begin to work effectively in a variety of IT roles, or progress to further study in their chosen area.

Overall, the programme objectives are to create a critical understanding of core computing concepts and practices as well overall enterprise ICT design, development and management aspects, while also enhancing the practical, transversal, vocational and soft skills of the learners to ensure the success of graduates in the corporate environment and the attributes acquired prepare the graduate for the needs of ICT industry.

2.2 Programme Learning Outcomes

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

MIPO	Learning Outcome
MIPO1	Demonstrate an in-depth understanding of core computing theory, concepts and methods associated with programming, web development, information systems, database development, computer systems and administration, software and systems security and software engineering or data science.
MIPO2	Appraise theories and techniques applicable to the processes and tools available to practitioners within the computing discipline.
MIPO3	Employ advanced skills to offer solutions to a multitude of complex technical problems related to the field of computing through the use of suitable research
MIPO4	Utilise a range of fundamental computing methods and tools and develop related skills in emerging tools, trends and technologies with respect to computing.
MIPO5	Conduct analytical research in order to deploy appropriate practices and tools for the specification, design, implementation and evaluation of a computer system for current use and future development.
MIPO6	Exercise appropriate judgement in a number of complex planning, design and technical functions related to the implementation of computer-based systems.
MIPO7	Work independently and contribute as part of a team to successfully plan and deliver individual and group projects.
MIPO8	Display personal and professional attitude and approach to independent learning required to fill knowledge gaps, undertake self-learning and lifelong learning to supplement existing skillsets.

MIPLO9	Use advanced technical skills to interpret requirements and use these to design, develop and deliver suitable computing artefacts in the Data Science domain.
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2.3 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.

2.4 Programme Structure

Module Level

Stage	Module Title	ECTS	Synopsis
1	Logic and Problem Solving	5	The module aims to consolidate and develop the students ability - both in a group and individually - to solve problems, to be creative and to think critically. Students taking this module will explore and tackle a wide variety of problems, which may have relevance to programming, mathematics or both, but will be set in non-programming contexts. Students will also learn to validate the arguments in their own writing and that of others. The module is aimed at students who are relatively new to third-level education in the expectation that they will be better prepared for the demands of independent thought expected at third-level.
1	Information and Communication Essentials	5	This module aims to provide learners with the skills necessary to understand various sectors and roles within the IT industry, and examine the ways in which ethical and social issues affect today's IT enabled business environment. It also looks at how effective communication channels can be built using the power of technology to harness online communication and presentation of information. The module also introduces the phenomenon of GPPR and looks at how it has enabled change in today's IT environment.
1	Programming Fundamentals	10	In this module learners will focus on the essential and starting points in programming. Learners will be introduced to the fundamentals of data types, input and output, control structures, methods, arrays and objects created from standard library classes. Learners will build practical skills by completing individual projects on an on-going basis. They will learn the practical use of an IDE in the development of their projects.
1	Mathematics and Statistics for Computing	10	This module will equip learners with the basic knowledge of mathematical and statistical techniques which underpin several areas of computing. These areas include programming, software development, data science, machine learning, etc. The concepts learned in this module will help to develop analytical ability for decision making and problem solving.

Stage	Module Title	ECTS	Synopsis
1	Fundamentals of Information Systems	10	The module introduces learners to the role of Information Systems in a business organisation. It focuses on how modern businesses use information technology and systems to support management, business functions and activities. Multiple emerging digital technologies are becoming the basis of competitive strategies that are having a profound impact on existing businesses and creating opportunities for new ones. Various approaches to acquiring a new information system and selecting the approach most suitable for different enterprises are examined. Practical usage of key software and analytics to develop solutions that enhance business intelligence is also an integral component of this module.
1	Computer Architecture	10	This module introduces the learner to theoretical aspects of computer science. The essentials of computer architecture and organisation are explored and how components such as the CPU operate and interact, Memory signals, Data, Flags Registers. To give the student an Introduction to Assembly language. It will cover fundamental computing topics such as circuits, logic gates and Boolean algebra. It is designed to support and enhance understanding by providing learners with practical experience of implementing basic programs in Python by using the Raspberry pi.
1	Introduction to Web Development	5	Theoretical concepts relating to web development are introduced to students. Learners will utilise this knowledge of current client-side technologies in order to design and develop static web sites. The module will provide learners with the skills and practical experience to build usable and accessible web sites while utilising basic SEO concepts.
1	Introduction to Cloud Computing	5	This module will develop learners' technical and theoretical knowledge in the application of cloud computing. Learners will gain an understanding of the fundamental concepts and architecture of cloud computing. They will learn about the technologies, products, services, platforms and applications that enable cloud computing. A high level evaluation of the benefits, challenges, and risks of implementing cloud computing, including security threats and how to mitigate against them will be covered.
2	Software Engineering	5	Learners will develop an in-depth understanding of the fundamentals of Software Engineering such as the software process, agile development, requirements engineering, software testing and Unified Modelling Language (UML). The module also covers advanced software engineering topics including software reuse, component-based, distributed service-oriented and embedded software engineering ,quality management and process improvement.
2	IT Project Management	5	Project Management is used to ensure that deployed processes and resources are achieving the desired results. Many of the issues that impact a project result in one way or another from project risk. 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.

Stage	Module Title	ECTS	Synopsis
2	Object-Oriented Programming	10	This module develops learners programming and problem-solving skills using an Object-Oriented (OO) programming paradigm. They will extend their basic programming knowledge and skills learned in the previous block. Learners will also synthesise their knowledge of software engineering principles learned in Block 1 with the object-oriented programming paradigm to develop well designed, efficient, maintainable Object-Oriented software. They will also enhance their skills to test their applications using several testing techniques.
2	Algorithms and Data Structures	10	This module will provide the students with solid foundations in the basic to intermediate concepts of data structures and algorithms, along with their implementation in a programming language.
2	Data Communications & Networks	10	This module will provide a key understanding of the fundamentals of computer networks. The module will then progress to generate skills based on the practical application of this knowledge through hands-on assignments which will develop real world skills. On completion learners will have an in-depth understanding of how local area networks and the Internet work. This is a highly practical module that will allow learners to design, construct, maintain and troubleshoot a medium size organisation's network.
2	Database Systems	10	The module will introduce the learner to the basic concepts in the theory and design of databases, looking at the benefits and drawbacks of different Database systems. Learners will build on this knowledge to design and develop relational database solutions at conceptual, logical and physical levels. Learners will gain practical skills in relational database management systems, SQL and database programming. This module will examine database security, mechanisms to prevent threats and administer user privileges.
2	Web Development	5	This module builds on the knowledge gained in Introduction to Web Development. Learners practical skills will be enhanced by adapting their static websites into more dynamic projects through JavaScript and JQuery. Learners are introduced to the ASP.NET environment and convert a basic HTML site into an ASP.NET project.
2	Operating Systems	5	This module will serve as an introduction to operating systems. It will build learners' understanding of the theory that underpins operating systems and supplement knowledge of hardware components of a computer system. It will address abstract concepts such as multiprocessing, memory management and file management. The learner will be introduced to functional aspects of Windows and Linux operating systems. The module will progress to generate skills based on the practical application of this knowledge through hands-on assignments which will develop real world skills.
3	Advanced Web Development	10	Learners will be provided with the skills to implement more advanced web applications which involves the integration of numerous technologies such as HTML, SQL and C#. This project-oriented module brings together learners' understanding from Web Development, Database Systems and their programming modules to deliver a unified web application.
3	Foundations in Data Science	10	The module will equip learners with knowledge and skills in the new field of data science. Learners will be equipped with the skills and

Stage	Module Title	ECTS	Synopsis
			principles for collecting, analysing and interpreting data. This module will help the learner to analyse and understand large data sets that are regularly being collated and created within the organisation through normal business practice and via the huge growth in freely available online information.
3	Workplace Skills and Professional Development	5	This module provides learners with the opportunity to engage in relevant work place preparation and develop the appropriate skills to actively seek employment and identify appropriate opportunities. This allows for a student to see their progression to career readiness, along with other careers inputs, through the self assessment, and engagement with the careers office.
3	Systems Analysis & Design	5	Systems analysis and design are core elements of systems development. It is a proven methodology that helps both large and small businesses reap the rewards of utilising information systems to their full potential. The main goal of systems analysis and design is to improve organisational systems by developing software that can help employees accomplish key business tasks easily and efficiently. Systems analysis is the process of turning a set of user requirements into a logical system specification while systems design takes the logical specification and converts it into a set of designs that can be implemented to create a working application. The aim of this module is to provide learners with the skills and techniques required for the planning, analysis, design and implementation of successful information systems.
3	Work Placement	30	This module provides learners with the opportunity to engage in relevant work experience for a minimum period of 10 weeks. Embedded in the module is a work based learning component where the learner will undertake an industrial project and report. In addition to acquiring new skills learners will have the opportunity to reinforce the academic knowledge and to apply the practical skills they have acquired during the taught phase of the programme.
4	Cybersecurity	10	Modern computing environments are particularly susceptible to the adverse threats of computer security issues such as malware, viruses and eavesdropping. This module will attempt to address these issues by providing detailed understanding of the threats to and vulnerabilities of modern computer systems and networks.
4	Data Mining & Big Data Analytics	10	This module will help the learner to exploit the value inherent in the large data sets that are regularly being collated and created within the organisation through normal business practice and via the huge growth in freely available online information.
4	Enterprise Data Analytics	10	This module will provide the user with an appreciation of the data management solutions underpinning the exploitation of the value inherent in the large data sets that are regularly being collated and created within the organisation through normal business practice and via the huge growth in freely available online information. Efficient management of the data underpinning Big Data applications is critical in realising the potential value inherent in Big Data. This module will help the learner understand the issues that data storage solutions address in enabling the exploitation of the business value of Big Data.

Stage	Module Title	ECTS	Synopsis
4	Project	30	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 organized and critical manner. The module will enable learners to develop their research and analytical skills. 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.

Exit Award – Bachelor of Science in Computing

For learners who are unable to complete the final year of the Bachelor of Science (Hons) in Computing, there is an Exit award available, the Bachelor of Science in Computing, which is made up of 180 ECTS and is positioned at Level 7 on the NFQ. Learners would need to request consideration to exit from the programme from the Academic Director if they do not want to progress to, or complete, the final year of the programme. Learners may be exited off the programme with the Bachelor of Science award if they exhaust their opportunities in their final year modules.

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.

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 Assessments

All assessment in this programme conforms to the DBS assessment regulations informed by *QQ/ Assessment and Standards, Revised 2022*. Special regulations are defined on the 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 **Quicklinks>Academic Policies & Procedures**.

The QAH is divided into sections to signpost you through it and help to identify the areas you may need to access. A list of the sections is given below. The QAH should be your first port of call if you have a question about College regulations, or require assistance with a matter such as an appeal or complaint, for example.

QAH Table of Contents

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

5.1 Key Assessment Regulations

Quality Assurance Handbook – Key Assessment & Regulations Reminders

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.

**Quality
Assurance
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

5.2 Programme Specific Regulations

Research Considerations

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

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

Section 6 Supporting Student Success

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

6.1 The Learner Charter

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

Section 7 My Career

7.1 Student Careers

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

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

During your time in DBS, you will:

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

The Careers Hub is based in Aungier Street behind Reception, and the team can be contacted by [e-mail](#).

Section 8 My Student Life

8.1 Peer Mentor Programme

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

8.2 Class Reps

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

8.3 Student Council

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

8.4 Student Entertainment

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

8.5 Social

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

students to get involved. Besides doing something that they love and enjoy, they will meet new friends with similar interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

8.6 Societies

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

8.7 IT Helpdesk

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

8.8 DBS Library

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

Section 9 My Health and Wellbeing

9.1 Counselling Services

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

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

9.2 Disability and Inclusion

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

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

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

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

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

9.3 Student Well-Being Programme

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

9.4 The Student Engagement and Success Unit

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

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

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

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

Section 10 Conclusion

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

Enjoy your time at DBS!