



Master of Science in Human Resource Management

Level 9, 90 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 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 outstanding student experience.

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

We are dedicated to ensuring that you have a rewarding and fulfilling experience while studying at DBS and through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

Lori

Lori Johnston

Academic Dean

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Section 1 Programme Information

Welcome Message from the Academic Director

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 tanya.aubrzycki@dbs.ie if you have any questions. Best wishes to you all for a great year!

Tanya

Tanya Zubrzycki
Academic Director - Business, Law, and Marketing

1.1 Programme Administration

If you have any questions or concerns about any aspect of your programme, or a problem relating to any aspect of your time here at DBS you should contact your 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 brief 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 role is responsible for a programme level view of teaching, learning and assessment ensuring learners are provided with appropriate support and timely and constructive guidance/feedback for academic development.

1.2 Main Points of Contact for the Programme

Position	Name	E-mail
Programme Coordinator	Jezvin Little George	students.dbs.ie/dashboard/sccm
Programme Level Manager	Ashley Sands	Ashley.sands@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.

Section 2 Programme Details

2.1 Aims of the Programme

This programme aims to provide learners with the knowledge, skills, and research capability to critically analyse, implement and evaluate human resource management concepts and practices in order to generate valuable insights and enhanced judgement at all levels of the organisation. The programme reflects the interdisciplinary nature of human resource management, combined with the new specialist knowledge and behaviour styles that reflect a more transformational nature of the HR profession. It goes beyond the traditional perspective of HR administration which tends to focus predominantly on issues such as benefits and compensation or recruitment and selection, to cover transformational, long-term activities including talent management, equality, diversity and inclusion, cultural change, employee engagement and leadership as well as emerging areas such as HR analytics. We believe these areas are vital to support evidence-based and value-infused strategic decision-making in the changing HR profession and will add value to the HR function of organisations.

This new programme, a Master of Science in Human Resource Management is a one-year full time (three semesters) or two-year part-time (four semesters) programme providing specialist knowledge and emerging skills that will enable learners to instigate, implement and evaluate, enhanced human resource management strategy and practice and deal with the real-world challenges of HR profession including shortage of skills and talent management. The mission of this programme, therefore, is to expose learners to human resource trends, and position them with the knowledge and soft skills to navigate and plan their careers including commercial drive, inclusive leadership, and ethical values. The programme engenders an awareness of the importance of these transferable and cross-enterprise skills that graduates will be able to apply to a range of contexts.

The programme is a CIPD accredited university programme which means it is aligned to the CIPD Profession Map and maps to the core knowledge and core behaviour standards for a level of membership. That means, when you choose to study a CIPD accredited university programme as part of your degree, you're choosing to align yourself to the international standard for the people profession.

The programme combines the following modules: Equality, Diversity and Inclusion, Human Capital and Organisational Behaviour, Employment Law, HR Analytics, Reinventing Performance Management, Dynamic Leadership Development, Applied Strategic Management, Contemporary issues in Human Resource Management. In addition, Masters students will complete the Research Methods and Dissertation/Applied Research Project. These modules will reflect the necessary skills outlined in the new Profession Map produced by CIPD that provides the international benchmark for the HR profession. Therefore, the content of this programme has been designed to support the current and future core and transversal skills needs set out in Ireland's National Skills Strategy 2025 that are critical to individual and organisational sustainable development and growth.

The Masters is a one-year full-time, two-year part-time programme with five 5 ECTS and four 10 ECTS taught modules, and a 25 ECTS Applied Research Project. A Postgraduate Diploma in Science in Human Resource Management (60 ECTS) and a Postgraduate Certificate in Science in Human

Resource Management programmes (30 ECTS) are available as exit awards from the Master of Science in Human Resource Management programme.

The programme specific aims are to:

1. Enable learners to develop mastery of current and emerging skills related to the theory and practice of human resource and talent management.
2. Provide learners with an awareness of emerging topics and trends in human resource management.
3. Enable learners to critically appraise equality, diversity, and inclusion practices in the workplace.
4. Enhance in learners an attitude of inclusive and analytical leadership.
5. Enable learners to solve human resource management problems that would create strategic competitive advantage and add value to a twenty-first century organisation.
6. Facilitate the development of applied skills that reflect contemporary issues in human resource management.
7. Respond ethically and informatively to address any new situations that may arise due to the digital transformation of industry with the use of analytics.
8. Develop in learners an advanced understanding of employment law and conflict resolution practice.
9. Provide learners with a systematic knowledge of human capital management and organisational behaviour in a variety of organisational contexts.
10. Develop research skills and apply theoretical knowledge to work based problems.

Master of Science in Human Resource Management

Semester one (FT) lays the groundwork for the programme and encompasses modules that focus on providing a solid and comprehensive understanding of the relevant concepts of Human Capital and Organisational Behaviour, a proficiency in the legal aspects of HR as well as Equality, Diversity and Inclusion while also offering HR analytical (HR Analytics) knowledge.

Semester two (FT) builds on this by covering content in which the knowledge, understanding and skills acquired in the first semester are developed and applied. Semester two modules offer applied skills in topics such as Reinventing Performance Management, Dynamic Leadership Development, Applied Strategic Management and Contemporary issues in Human Resource Management which focus on the human-centred capabilities and behaviours that are necessary to achieve positive business outcomes in the HR profession.

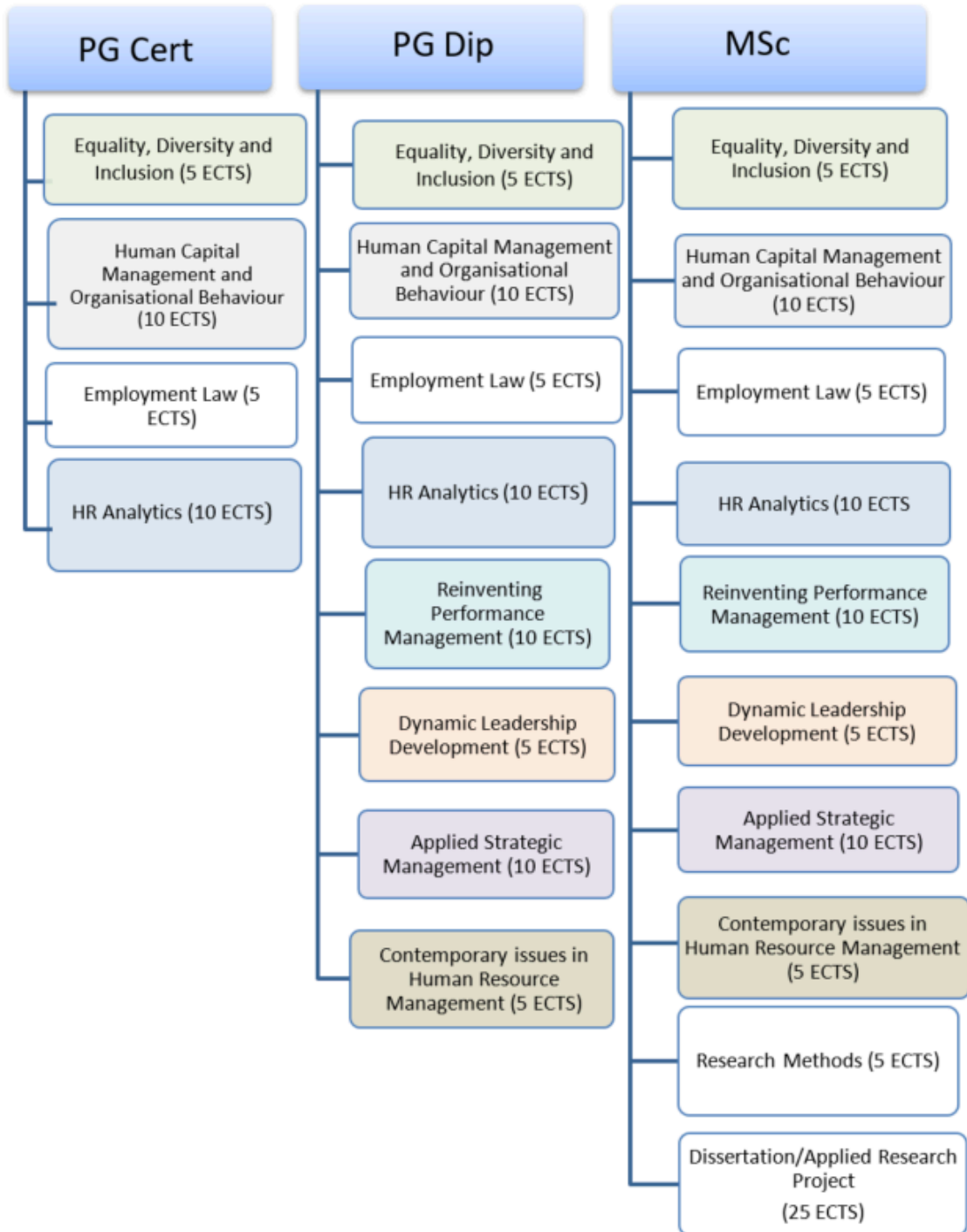
Semester two also comprises a Research Methods module, which focuses on research and development skill which will inform the learners' Dissertation/Applied Research Project in Semester three (FT).

2.2 Programme Learning Outcomes

On successful completion of the Master of Science in Human Resource Management, graduates will be able to:

MIPLO	Learning outcome
MIPLO1	Demonstrate a critical understanding of the theoretical and conceptual approaches of human resource management and organisational behaviour.
MIPLO2	Evidence critical awareness of contemporary and emergent issues including the importance of technological advancements in human resource management.
MIPLO3	Critically appraise the significance of equality, diversity, and inclusion in human resource practice in the workplace.
MIPLO4	Reflect on how effective leadership improves organisational performance and delivers sound personnel/HR practice and services.
MIPLO5	Devise solutions to human resource management problems that would create strategic competitive advantage and add value to a twenty-first century organisation.
MIPLO6	Evolve problem-solving skills and nontechnical solutions to a range of human resource management issues.
MIPLO7	Acquire the analytical skills needed to operate as an informed HR professional in the demands of the rapidly evolving, technology-driven business environment.
MIPLO8	Demonstrate a critical understanding of employment legal issues and select realistic courses of action in the business context.
MIPLO9	Demonstrate an ability to respond with enhanced and informed ethical judgement to unpredictable organisational behaviours.
MIPLO 10	Critically evaluate approaches to primary and secondary data and conduct an in-depth research project in a specialised area of human resource management.

2.3 Programme Structure



2.4 Other relevant programme information

Module Outlines

Stage label	Module title	ECTS	Module synopsis
Award	Equality, Diversity and Inclusion	5	This module allows to develop key theoretical and practical knowledge and skills that are geared towards understanding the context and managing the contemporary issues of equality, diversity and inclusion in the workplace.
Award	Human Capital Management and Organisational Behaviour	10	This module explores the critical changing context of human capital management and organisational behaviour (OB) and staff development.
Award	Employment Law	5	This module involves study of contractual and statutory employment matters together with an overview of applicable procedures in Ireland, Europe and elsewhere. The second part of this module aims to help learners recognise and analyse processes involved in conflict management and conflict resolution.
Award	HR Analytics	10	The module allows to develop an understanding of the impact of data-driven people analytics on both theoretical and practical aspects of the HR profession.
Award	Reinventing Performance Management	10	This module examines the concept and impact of Performance Management has on business today, while providing insight into the analysis and assessment of performance.
Award	Dynamic Leadership Development	5	The module equips the learner with the skills necessary to enable them to manage and lead effectively and ultimately achieve organisational performance goals and objectives through ethical leadership.
Award	Applied Strategic Management	10	The module will provide students with the awareness, knowledge, skills, concepts, and tools necessary to critically appraise and respond to the increasingly complex, global, volatile, and dynamic contexts in which organisational strategy formulation and implementation function today.
Award	Contemporary issues in Human Resource Management	5	The Contemporary Issues in Human Resource Management (Seminars Series) provides learners with the opportunity to develop the competencies and insights into the practice of human resource management.
Award	Research Methods	5	This module seeks to develop the learner's knowledge and understanding of the processes underpinning formal research. It provides coverage of research philosophies, strategies, designs, sampling, methods of data collection, while highlighting the ethical implications of, and the need for rigour in, masters' level research.
Award	Dissertation/Applied Research Project (for Masters students only)	25	This module aims to enable learners to consolidate their knowledge and skills in the completion of a capstone module which synthesises the students' learning in a research-led piece of work.

Professional Recognition, Awarding body and NFQ level

The DBS Master of Science in Human Resource Management is [accredited by CIPD](#), the professional body for HR and people development, responsible for championing better work and working lives. CIPD set the gold standard for people management and development, and influenced policy and practice in the world of work.

Learners enrolled onto the programme can seek [Student Membership](#) with CIPD, which offers a wealth of valuable resources and opportunities. Upon successful completion of the Master of Science programme, graduates will be able to update their Student Membership with CIPD to Associate Member. A registration process to be submitted to CIPD to begin your membership application will be explained in Induction. Any questions can be raised to your Assistant Academic Director.

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland). The programme is positioned at Level 9 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland. The programme is listed on the Irish Register of Qualifications.

The programme is also currently accredited by CIPD.

In both the case of QQI and CIPD, DBS is obliged to carry out reviews and re-submit the programme for re-approval on a cyclical basis. This means that, during your programme of study, there may be changes to programme content or delivery. Where this occurs, transition arrangements are carefully considered to ensure coherence and consistency for learners.

At all times, delivery of the programme must be in compliance with the approved programme and to achieve the recognised award learners must fulfil all assessment criteria.

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

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

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

The table below highlights the breakdown of assessment for this programme. Please note that the assessments for each module are subject to change.

Semester One

Module	ECTS	Assessment	Weighting	Due Date
Equality, Diversity, and Inclusion	5	Group Report: Business case for EDI	80%	Wk 6
		Individual task: Self-reflection	20%	Wk 12
Human Capital Management and Organisational Behaviour	10	CA	50%	Wk 3
		Written Examination (2 hour)	50%	Wk 15

Employment Law	5	Case Study Part 1 – Employment law advice	60%	Wk 9
		Case Study Part 2 - Mediation/conflict resolution application	40%	Wk 12
HR Analytics	10	CA1	50%	Wk 7
		CA2	50%	Wk 12

Semester Two

Module	ECTS	Assessment	Weighting	Due Date
Reinventing Performance Management	10	Individual Report	50%	Wk 7
		Written Examination	50%	Wk 15
Dynamic Leadership Development	5	Individual Report	100%	Wk 9
Applied Strategic Management	10	Group Strategy Consultancy Report	80%	Wk 5
		Individual Reflective Journal	20%	Wk 10
Contemporary Issues in Human Resource Management	5	Individual analysis	50%	Wk 7
		Group analysis	50%	Wk 12
Research Methods	5	Data Analysis	50%	Wk 6
		Research Method Proposal	50%	Wk 11

Semester Three

Module	ECTS	Assessment	Weighting	Due Date
Dissertation	25	Oral Defence/Presentation	10%	Wk 3
		Written thesis	80%	Wk 10
		Poster	10%	Wk 12
Applied Research Project	25	Oral Defence/Presentation Artefact	40%	Wk 3
		Research Report	50%	Wk 10
		Artefact Demonstration	40%	Wk 12

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 points by Semester

Recognising the importance of student workload, assignments are spread over the programme. Assessments are scheduled to cater intervals of non-assessment and the potential for extensions, which can arise throughout the academic year. Feedback will be delivered in a timely manner as directed by QAH policies. This will allow for periods of reflection by the students on the feedback between assignments.

Semester 1													
Module	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk10	Wk11	Wk12	Exam
Equality, Diversity, and Inclusion													
Human Capital Management and Organisational Behaviour													
Employment Law													
HR Analytics													
Semester 2													
Module	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk10	Wk11	Wk12	Exam
Reinventing Performance Management													
Dynamic Leadership Development													
Applied Strategic Management													
Contemporary Issues in Human Resource Management													
Research Methods													
Semester 3													
Module	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk10	Wk11	Wk12	Exam
Dissertation / Applied Research Project													

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 handwriting answers to ensure that your writing is legible.

- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Disability and Inclusion Officer](#) 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**

<p>LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3) Students generally only have FOUR (4) opportunities to complete a module successfully If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt Dissertation modules usually only allow TWO (2) opportunities. Students who Exhaust their opportunities will be Withdrawn from their programme</p>	<p>PMCs (QAH B.4.3) Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam. PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting. PMCs are not automatically approved. PMCs require supporting evidence where available.</p>	<div style="background-color: #4a7ebb; color: white; border-radius: 50%; padding: 5px; margin-bottom: 5px; font-weight: bold;">PMC FORM</div> <div style="background-color: #e91e63; color: white; border-radius: 50%; padding: 5px; font-weight: bold;">LEARNER SUPPORTS</div>
<p>CAPPED MODULE GRADES (QAH 5.5.3) A repeat attempt on a module incurs a capped mark of 40% on the overall module mark. The individual components may achieve the full grade, but for Transcripts and Award Calculations, a repeated module will be counted as achieving 40%. If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.</p>	<div style="background-color: #0070c0; color: white; padding: 20px; border-radius: 50%; display: inline-block; text-align: center;"> Quality Assurance Handbook (2019) </div>	<p>LATE SUBMISSION PENALTY (QAH B.5.4) Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline. Submissions will not be graded if these are received more than 2 weeks after the original deadline.</p>
<p>ACADEMIC INTEGRITY (QAH B.3.3) Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified. Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college. The Library has classes and support guides on Academic Referencing, Urkund, etc.</p>	<div style="background-color: #0070c0; color: white; border-radius: 50%; padding: 10px; display: inline-block;"> ASSESSMENT EXTENSION REQUEST FORM </div>	<p>APPEALS (QAH B.3.5) Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results. Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal. Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal. Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.</p>
<div style="background-color: #0070c0; color: white; border-radius: 50%; padding: 10px; display: inline-block;"> LIBRARY SUPPORT - REFERENCING </div>	<div style="background-color: #0070c0; color: white; border-radius: 50%; padding: 10px; display: inline-block;"> APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS </div>	

Section 6 Supporting Student Success

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

6.1 The Learner Charter

The DBS Learner Charter can be found in [Quality Assurance Handbook, Part B, Section 3.1](#). The 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.

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 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!