



Master of Science in Information and Library Management

Level 9, 90 ECTS

*(with an embedded exit award of the
Postgraduate Diploma in Science in Information
and Library Management, Level 9, 60 ECTS)*

Programme Handbook

2024/25

Foreword

Welcome to DBS where we will help you realise your ambition. We have an international reputation for high-quality teaching and learning and our intention is to do everything we can 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 Academic Director

Hello and a very warm welcome to Dublin Business School. My name is David Williams, and I am the Academic Director for your Information and Library Management 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 information and library management 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
Academic Director for Computing

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:

- **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 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	Beatriz Lazzari	students.dbs.ie/dashboard/sccm
Academic Director	David Williams	david.williams@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 theoretical knowledge and practical skills to work in positions within the information and library management sector at a professional level. It covers a wide range of information and library topics, whilst providing the ability to respond to the changing information and library needs of clients. The programme focuses on theoretical and contextual knowledge in core areas such as information retrieval, organisation and dissemination, while also offering applied practical skills in contemporary topics such as open librarianship, information technologies, information law and information architecture. Learners who complete the full MSc in Information and Library Management programme (including the 25 ECTS capstone research project) will also develop and enhance their research capability through critical enquiry and detailed analytical problem solving.

The programme objectives are to:

1. Provide learners with a rigorous academic foundation in, and a systematic understanding of, the principles, theory and application of information and library management incorporating a contemporary skill set central to the profession.
2. Enable the learner to acquire strong analytical skills to identify and critically evaluate technological, political, social, regulatory and economic changes affecting the information and library environment.
3. Build learners' capacity for informed decision-making based on the synthesis of both theoretical knowledge and practical experience.
4. Enable learners to attain the ability to solve practical and complex problems within a variety of information and library environments.
5. Support learners in acquiring transferable skills such as leadership, advocacy, communication and IT skills.
6. Facilitate learners to develop research skills and apply theoretical knowledge to work based problems.
7. Provide a basis for practice and continual personal development and learning throughout learners' careers.

Overall, the programme aims to create in learners a critical understanding of core information and library principles, while also enhancing their research capability and practical information management skills.

2.2 Programme Learning Outcomes

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

MIPLO	Learning Outcome
MIPLO1	Demonstrate applicable understanding of the theories and concepts of information retrieval, management and dissemination.

MIPLO2	Critically assess technological, political, social, regulatory and economic developments affecting the information and library management environment.
MIPLO3	Utilise advanced research skills for collecting, analysing, synthesising and summarising data.
MIPLO4	Identify from a range of technical skills the most appropriate to apply to different situations that arise in an information and library management environment.
MIPLO5	Devise effective technical and nontechnical solutions to a range of issues in the information and library management environment.
MIPLO6	Apply standard information retrieval, management and dissemination mechanisms.
MIPLO7	Respond ethically and informatively to any manner of unpredictable situations that may arise from information user needs.
MIPLO8	Manage multi-functional teams to enact information and library management solutions to achieve strategic goals.
MIPLO9	Maintain a current awareness of information and library management issues by initiating self-learning to address identified knowledge deficiencies.
MIPLO10	Review accepted behaviours and practices in information and library management and identify when to challenge them.

2.3 Programme Structure

Learners complete the taught component of the MSc in Information and Library Management by working through ten core modules gaining subject knowledge and practical skills that are synthesised and applied in the capstone Research Dissertation module. This programme, and the progression of the modules, facilitates the learner in firstly gaining a solid theoretical and practical foundation in essential information retrieval and management in the ten credit Information Organisation and the five credit Records Management and Information Law. These foundational modules are complemented in the first semester with the forward-looking and issue-raising Teaching Librarian and Information Technologies modules.

In the second semester, learners get the opportunity to apply the foundational theory and practice in such modules as Open Librarianship and Information Architecture. The Management for Information and Library Professionals and the Personal Development and Organisational Analysis modules also offer the learner an applicable window for the theory and skills addressed in earlier modules. The Research Methods module in Semester 2 prepares learners for the capstone research dissertation in Semester 3.

In the capstone Dissertation/Applied Research Project module, the learner then synthesises their learning in an area of focussed interest, critically analysing relevant literature, using suitable research methods and research design in the production of a written thesis or report and artefact appropriate to a Level 9 standard.

2.4 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 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 the Library Association of Ireland (LAI).

In both the case of QQI and the LAI, 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 aware learners must fulfil all assessment criteria.

2.5 Other Relevant Programme Information

Module Level

Stage label	Module title	ECTS	Module synopsis
Award	The Teaching Librarian	5	This module is designed to develop the learner's expertise in identifying, accessing, evaluating and retrieving information, with a focus on digital information retrieval, evaluation and ethical usage, and then to train others to both source and use information sources effectively. The learner will be provided with the knowledge, skills, concepts and tools, detailed and applied, necessary to develop, design and deliver information literacy instruction to others. It includes the key theoretical concepts, frameworks, definitions and pedagogical theory underpinning information literacy and library instruction. The learner will be encouraged to develop a critical understanding of these key concepts within the larger context of information society theory.
Award	Records Management and Information Law	5	As the pace of technological change increases, individuals, companies, organisations and governments are faced with an increasing range of challenges around the creation, maintenance, use and disposition of records, which provide evidence of their decisions and transactions. As expectations change and awareness of issues such as data privacy increase, there is an increasing emphasis on accountability and transparency and the need to ensure access to information. Furthermore, the legal landscape that information professionals (records managers, librarians, etc.) operate in is ever changing. Those who handle and produce information/records/resources require a knowledge of the relevant legislation to ensure ethics, best practice and working within the law is achieved.
Award	Information Technologies	10	The module is designed to give learners an application-orientated experience of strategic issues associated with the application of computer technology to topical business information

Stage label	Module title	ECTS	Module synopsis
			management subject matter and how this may specifically apply to a library environment. The module introduces the learner to the theory and application behind information and communication technologies in an organisational context and examines specific technologies used by information professionals. It includes coverage of the development of the use of computer-based information systems with particular emphasis on key issues and emerging technologies such as open source CMS/LMS and Cloud.
Award	Information Organisation	10	Information Organisation, the problem of how we can represent and organise information so people can find it, is a central problem of library and information science. This module provides an understanding of the nature of the problem and an introduction to the main approaches (both human and computer based) to organising and representing information for effective use. The module has a practical emphasis on international metadata standards, cataloguing rules and classification schemes for a variety of information resources, which it places within a wider exploration of the latest developments in automated information retrieval systems and collection management.
Award	Management for Information and Library Professionals	10	This module explores the current environment in which library and information services are operating. Learners will be introduced to key concepts of management and strategy theory and how they pertain to a library and information services environment. The module explores the concepts of business planning and strategy, resource management, collection management and procurement, space management, measurement and impact management, stakeholder and customer relations, communication and marketing, human resources and staff development, policy development and technology management. The module also considers the application of information management principles to knowledge management and how organisations create, curate and use knowledge and information.
Award	Information Architecture	5	This module is designed to explore the concepts and techniques for managing information in digital environments. The principles of Information Architecture can be applied to several systems such as digital libraries, content management systems (CMS) and e-commerce websites, etc. This is a technical module and aims to provide an in-depth understanding of the techniques required to design and develop web sites/portals in organisational contexts. It provides an opportunity to enable learners to create, maintain and apply controlled vocabularies with metadata in a complex range of electronic information management scenarios.
Award	Open Librarianship	10	This module explores developments in relation to both open access and open source. In relation to open access it explores how information professionals can exploit open access to enhance services and resources in a library environment as both producer and consumer. The more technical open source element of the module demonstrates how librarians can identify and deploy

Stage label	Module title	ECTS	Module synopsis
			these low cost technical solutions in the library environment. The module also looks at the role of the information professional and librarian in open access publishing.
Award	Professional Development and Organisational Awareness	5	This very practical module is designed to help learners develop key insights to enable them access, survive and thrive within organisations. This module will take learners through the essential steps in the career planning process. It will support them as they navigate that journey through helping them develop self-awareness, career research skills and their ability to market themselves effectively to future employers. Students will learn how to identify and articulate their transferable skills, aptitudes and interests; analyse job competencies and determine possible career paths; understand how to 'market' themselves and manage impressions effectively through their CVs, cover letters, social media presence and selection procedures; understand the importance of leveraging their social network for career purposes and develop realistic and achievable learning and career plans. Students will also gain insights into the complex dynamics of organisational life – key insights into organisational culture, politics, leadership, communication and conflict - that will support them in achieving their personal and work objectives. This module is linked to work experience which takes place during the programme.
Award	Research Methods	5	Research Methods seeks to develop the learner's knowledge and understanding of the processes underpinning the use of qualitative and quantitative approaches used within master's level research. It builds on principles and procedures learnt in other modules by applying them within an in-depth examination of the planning and management of the dissertation.
Award	Dissertation /Applied Research Project	25	The Dissertation/Applied Research Project module synthesises learning in a capstone traditional written dissertation or the option of an applied research project, consolidating learners' research capability, theoretical knowledge and applied skills through the production of an artefact and written report. Through either pathway the learner is exposed to the critical analysis of key issues, academic/industry literature and experience as a researcher. The learner will be encouraged to critically evaluate the implications of the findings of their research and develop research skills, critical thinking, reasoning and reflection abilities as well as demonstrate their knowledge and cognitive skills. This module therefore, enables learners to bring together their learning from all the modules that have been previously completed at this level.

2.6 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 Assessment Schedule

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

Module	ECTS	Assessment
The Teaching Librarian	5	Formative: 0%: Group discussions in class, peer feedback on understanding of relevant theories, frameworks and pedagogies and mock information literacy classes, reference interviews and subject analysis. Summative: 100%: Lesson plan: written and presented (Group) (40%) and Proposal for an information and/or digital literacy module/programme (60%)
Research Methods	5	Formative: 0%: Workshops/tutorials will be used in data analysis, mock reference interviews and blind peer review, in-class online quizzes, peer discussion and reflective diaries. Summative: 100%: Research proposal (3,500 words)

Module	ECTS	Assessment
Records Management and Information Law	5	Formative: 0%: Informed in-class discussion of real-world scenarios and case studies of information law. Mock presentations of record management case studies. Summative: 100%: Individual Essay on Information Law (50%) Business Case (40%) Individual Presentation (10%)
Information Technologies	10	Formative: 0%: In-class discussion, lab-based discussion and individual contribution reports from all group members, signed off by all group members. Summative: 100%: Group (Max 2) – Formative Project Plan, Requirements Analysis and Competitor Analysis(30%) and Group (Max 2) -- Web Development (70%)
Information Organisation	10	Formative: 0%: Work through examples of mechanisms to organise information and informational retrieval. In-class discussion on the central issues with information organisation and retrieval. Summative: 100%: Practical classification assignment (25%) Practical cataloguing assignment (25%) Essay (50%)
Management for Information and Library Professionals	10	Formative: 0%: Case-based learning with real-life scenarios, guest lecturers, personal reflections, group discussions and online quizzes. Summative: 100%: Group case study (40%) Individual Essay (60%)
Information Architecture	5	Formative: 0%: Lab-based exercises, feedback via Moodle, one-to-one meetings with learners on progressing the Summative Lab report Summative: 100%: Lab Exercises (30%), Individual Technical Report (60%) Presentation on Technical Report (10%)
Open Librarianship	10	Formative: 0%: In-class discussion and debate, case studies, in-class quizzes and games related to real-life scenarios. Summative: 100%: Report on feasibility of implementation of OSS in library, identifying & evaluating suitable OSS (33%) Open Publishing CA (33%) Open Science CA (33%).
Professional Development and Organisational Awareness	5	Formative: 0%: Psychometric assessments, personal SWOT analysis, elevator speeches, mock interviews, social media evaluation, group presentations, debates and industry expert interviews. Summative: 100%: Personal Development Portfolio (70%) and Organisational Awareness MCQ (30%).
Dissertation/ Applied Research Project	25	Formative: 0%: Supervisor feedback during supervisor/supervisee meetings Summative: 100%: Dissertation/ Applied Research Project (100%)

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2022*. Special regulations are defined on the course schedule. Where a learner is found to require additional learning support, the Disability and Inclusion Offer will identify appropriate support or liaise with the lecturer in conjunction with the Registrar's Office, if

necessary, to agree a suitable equivalent alternative assessment instrument. This will be in accordance with the DBS Assessment Regulations. Please refer to the DBS Quality Assurance Handbook (QAH) for further details.

Assessment Submission

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

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

3.3 Reassessment

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

3.4 General Submission Requirements

1. All assignments must be submitted no later than the stated deadline (date and time).
2. Assignments submitted after the latest deadline specified (including any approved extension deadline) are considered late and penalised according to the [Quality Assurance Handbook \(QAH\)](#)

Part B Section 5.2.2.6 as follows:

- A penalty of 2 marks will be applied per day or part thereof (including weekends and public holidays) for an ongoing failure to submit beyond the submission deadline.
- An examiner has the right to refuse to mark the assignment if the submission instructions have not been observed.
- Where a late assessment is submitted within 14 days of the deadline, and is of a passing standard, the late penalty is capped (such that the minimum grade that can be awarded is 40% for the late submission).
- Where a late assessment is submitted more than 14 days after the deadline, it will receive 0%. The lecturer may, at their discretion, review the submission for feedback.
- Where the assessment is undertaken in a group, the piece of work should be submitted in its complete entirety, and any penalty for late submission incurred applies to all group members.

3. Extensions to assignment submission deadlines will not be granted, other than in exceptional circumstances. To apply for an extension please go to <https://students.dbs.ie/dashboard/SCCM> and open a ticket.
4. All relevant provisions of the Assessment Regulations must be complied with (see [QAH B.5](#)).
 - Students are required to refer to the assessment regulations in their Programme Handbook, and on the [Student Website](#).
 - Dublin Business School penalises students who engage in academic impropriety (i.e. plagiarism, collusion and/or copying, ghost writing/ essay mills, improper use of Generative Artificial Intelligence software).
 1. Refer to the College's [Generative AI Guidelines HERE](#) for further information.
 - Guides on referencing are available on the Library website: <https://libguides.dbs.ie/referencing>
 - Text-matching analysis software is integrated in Moodle to generate a report regarding the degree of text-matching in a submission.
5. Students are required to retain a copy of each assignment submitted, until the issuing of a transcript indicating the mark awarded and the closure of the Appeal period (2 weeks following the release of final results).
 - Results can only be appealed following the release of final results, and the Appeal form must be submitted to the Exams Office within the Appeal period.
 - An appeal must be based on valid grounds (see the Appeals Policy QAH B.3.5), dissatisfaction with a grade is not sufficient grounds for an appeal.
 - Assignments must be appropriately packaged and presented.
 - All assignments should be submitted to your subject/course page on Moodle by the deadline date.
 - Where a submission involves digital media (i.e formats other than Word, Powerpoint or PDF), it is the submitting students' responsibility to ensure the media is appropriately labelled, fully working and they must retain a copy.
 - Components of an assessment which are not included in the final submission cannot normally be subsequently accepted for grading. It is the student's responsibility to ensure their file is uploaded correctly.
 - Include an electronic **cover sheet** with the following details to the front of the assignment (see below)
6. Assignments that *breach* the word count requirements will be penalised. *There is a 10% discretion, either way, applicable in terms of word count.*
7. When you submit your assignment you will be asked to click on a button which will declare the following:

By ticking this box I am confirming that this assignment/exam is all my own work. Any sources used have been referenced.

I have read the College rules regarding plagiarism in the QAH Part B Section 3 and understand that penalties will be applied accordingly if work is found not to be my own. All work uploaded is submitted via Ouriginal, whereby a text-matching report will show any similarities with other texts.

3.5 Useful links and tips

Door codes for Bow Lane are available at Reception desks.

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

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

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

Section 4 Academic Calendar

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

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

Section 5 DBS Regulations and Quality Assurance

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

The Quality Assurance Handbook is on the DBS Student website [here](#) and there is a link to it on every Moodle page under **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 lecturer will look for a nominated class rep from each class. These will then partake in NStEP training and be invited to sit on the Student Council.

8.3 Student Council

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

8.4 Student Entertainment

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

8.5 Social

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

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

8.6 Societies

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

8.7 IT Helpdesk

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

8.8 DBS Library

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

Section 9 My Health and Wellbeing

9.1 Counselling Services

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

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

9.2 Disability and Inclusion

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

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

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

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

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

9.3 Student Well-Being Programme

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

9.4 The Student Engagement and Success Unit

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

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 2024/25. These include SESU Drop-in sessions – Tea & Talk, SESU Workshops for Numerical Skills, Academic Writing & IT Skills as well as Research skills & referencing delivered by our Award-Winning Library Team. Our Peer Mentor Programme also provides peer support across all programmes throughout the academic year.

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

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

Section 10 Conclusion

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

Enjoy your time at DBS!