



# Master of Science in Management Practice

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 do to support you during your time with us.

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. We have campuses in Dublin's city centre and nationalities from over ninety-five countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from business to data science and business analytics, marketing to psychology and psychotherapy, from accounting and finance through law, arts, and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and delivering an out-standing student experience.

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

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

Good luck on your journey!

*Lori*

Lori Johnston

Academic Dean

## Table of Contents

Foreword	1
Section 1 Programme Information	3
Welcome Message from the Academic Director	3
1.1 Programme Administration	4
1.2 Main Points of Contact for the programme	4
1.3 Programme Content	5
Section 2 Programme Details	6
2.1 Aims of the Programme	6
2.2 Programme Learning Outcomes	7
2.3 Programme Structure	8
2.4 Other Relevant Programme Information	8
2.5 Teaching and Learning Strategy for a multi-modal environment	13
2.6 Awarding Body and NFQ Level	15
Section 3 Assessment	16
3.1 Introduction to Assessment	16
3.2 Assessment Schedule	17
3.3 Reassessment	19
3.4 General Submission Requirements	19
3.5 Useful links and tips	21
Section 4 Academic Calendar	22
Section 5 DBS Regulations and Quality Assurance	23
5.1 Key Assessment Regulations	24
Section 6 Supporting Student Success	25
6.1 The Learner Charter	25
Section 7 My Career	26
7.1 Student Careers	26
Section 8 My Student Life	27
8.1 Peer Mentor Programme	27
8.2 Class Reps	27
8.3 Student Council	27
8.4 Student Entertainment	27
8.5 Social	27
8.6 Societies	28
8.7 IT Helpdesk	28
8.8 DBS Library	28
Section 9 My Health and Wellbeing	29
9.1 Counselling Services	29
9.2 Disability and Inclusion	29
9.3 Student Well-Being Programme	29
9.4 The Student Engagement and Success Unit	30

## 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.zubrzycki@dbs.ie](mailto:tanya.zubrzycki@dbs.ie) if you have any questions. Best wishes to you all for a great year!

*Tanya*

**Tanya Zubrzycki**  
**Acting Academic Director - Business, Law, and Marketing**

## 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 Programme Coordinator or Programme Level Manager. If they cannot tackle the question or problem themselves, they can help you identify the person who can, and they will refer you on to them. Below is short description of the people you will meet on your programme:

- **Academic Director**

The Academic Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning, and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.

- **Assistant Academic Director**

The Assistant Academic Director has responsibility of working with the Academic Director across all elements of programme development and delivery. They are responsible for overseeing programme team meetings and work to ensure all programmes developed and run are of a high academic standard.

- **Programme Coordinator**

Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, or 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	<a href="https://students.dbs.ie/dashboard/sccm">students.dbs.ie/dashboard/sccm</a>
Programme Level Manager	Ray Whelan	<a href="mailto:ray.whelan@dbs.ie">ray.whelan@dbs.ie</a>

In DBS, email addresses for lecturing staff are as follows: [firstname.lastname@dbs.ie](mailto:firstname.lastname@dbs.ie)

*There are also other valuable points of contact and support in DBS such as Student Services, the Student Engagement and Success Unit, [Student Welfare and Support](#), IT Helpdesk and the award winning [DBS Library](#). The [DBS website](#) will contain more information on these and other great DBS services and supports. Students can contact us through [students.dbs.ie/dashboard/sccm](https://students.dbs.ie/dashboard/sccm) where they will be met with the Student Help Form. This creates a request or ticket which is monitored by the teams.*

### 1.3 Programme Content

Module Stage	Module Title
Award	Risk and Change for Global Issues(M)
Award	Managerial Financial Analysis (M)
Award	Strategic Marketing Analysis (M)
Award	Strategic Planning and Management (M)
Award	Dynamic Leadership Development (M)
Award	Sustainable Operations Management (M)
Award	Leading Change for Social and Sustainable Impact (M)
Award	Innovation and Disruptive Technologies (M)
Award	Strategic Human Capital Management and Organisational Behaviour (M)
Award	Conducting Research for Management (M)
Award	Dissertation (E)
Award	Placement (E)

## Section 2 Programme Details

### 2.1 Aims of the Programme

The Master of Science in Management Practice aims to provide you with the knowledge, skills, and research capability to critically analyse, implement, and evaluate management concepts and techniques in order to generate valuable insights and enhanced judgement at all levels of the organisation. It covers a wide range of relevant topics and focuses on core areas of strategy, change management, human resource management, financial reporting, and effective leadership, while also offering applied practical skills in contemporary topics, such as leading change for social and sustainable impact, innovation and disruptive technologies, and strategic human capital management and organisational behaviour. This knowledge and associated skills will provide you with an enhanced capacity to evaluate, instigate, and implement enhanced management practice in order to generate valuable business insights. These insights will inform strategic business decisions designed to increase productivity, profitability, and an organisation's value and market share.

This programme is built for learners who want to successfully manage in any applied professional business context assisting with strategic business decisions and increasing productivity, profitability, and organisational value. It has been designed for those who wish to specialise in the field of management with a view to entering industry or moving to a management level. The programme is constructed as a one year full-time or two years part-time programme with a breakdown of summative assessment for this programme. There are 17 assessments (16 CAs and 1 exam), 10 individual, and 7 group.

Learners who complete the full Master of Science in Management Practice programme will also develop and enhance their research capability through critical enquiry and detailed analytical problem solving. Within the programme, is an embedded award of the Postgraduate Diploma in Management Practice which comprises ten taught modules totalling 60 ECTS for those who require an exit award.

The programme objectives are to allow learners to:

1. Gain an understanding of the national and international contexts within which organisations function.
2. Think strategically, with awareness of the long-term impact of decisions on organisational success and sustainable outcomes.
3. Appreciate the strategic power of information, including how emerging technologies can enhance decision-making and innovation.
4. Recognise the value of personal reflective learning, using it to improve managerial skills and leadership.
5. Understand how managed teamwork and collaborative working benefit organisations, leveraging digital tools and fostering an inclusive work culture.
6. Gain an understanding of financial analysis and reporting, with an appreciation for the role financial decisions play in supporting long-term sustainability.
7. Develop an entrepreneurial mindset that applies creativity, innovation, and adaptability in a business context.
8. Perceive the implications of organisational change and recognise the role in managing it.

9. See the difference between management and leadership, and recognise how both are needed to drive organisational success through responsible practices.
10. Appreciate the value of a project management approach.
11. Develop research skills and apply theoretical knowledge to work-based problems, ensuring that solutions are aligned with ethical business practices.
12. Develop and apply advanced management concepts through a research project or professional placement, demonstrating technical competence, ethical awareness, and reflective practice in real-world contexts.

Overall, the programme aims to create in learners a critical understanding of management as practice, while also enhancing the research capability and practical management skills of the learners.

## 2.2 Programme Learning Outcomes

Upon successful completion of the programme, learners will be able to:

MIPLOs	Learning Outcomes
<b>MIPLO1</b>	Demonstrate a critical understanding of the theoretical approaches upon which modern management is founded.
<b>MIPLO2</b>	Critically appraise and respond in a sustainable and ethical way to the increasingly volatile and dynamic global context within which organisations function.
<b>MIPLO3</b>	Show mastery of existing and emerging skills in a disruptive technical environment while critically appraising advanced diagnostic tools, including artificial intelligence, for sustainable business decision-making.
<b>MIPLO4</b>	Critically appraise innovative processes and techniques to evaluate risk and manage change.
<b>MIPLO5</b>	Devise effective technical and nontechnical solutions to a range of human capital management issues.
<b>MIPLO6</b>	Lead and take responsibility for collaborative activity to tackle everyday organisational issues.
<b>MIPLO7</b>	Self-reflect to evaluate personal professional development in response to changes in financial approaches.
<b>MIPLO8</b>	Explore issues that affect the formulation and leadership of organisational strategy.

<b>MIPLO9</b>	Respond ethically and informatively to unpredictable and accepted organisational behaviours.
<b>MIPLO10</b>	Critique qualitative and quantitative data and reflect on research activities.
<b>MIPLO11</b>	<i>(For learners selecting the Dissertation elective)</i> Critically synthesise learning to plan, design, develop, and manage a research project that demonstrates competencies and technical ability in real world issues in the field of management practice and complies with any ethical implications arising.
<b>MIPLO12</b>	<i>(For learners selecting the Placement elective)</i> Utilise the theoretical underpinnings of management practice concepts in a professional setting and evaluate this application in a Placement Project Report, while also reflecting on competencies gained in the Placement Performance Review.

## 2.3 Programme Structure

### Semester one: Total 30 ECTS

- Six mandatory modules, total 30 ECTS (5 ECTS per module):
  - Risk and Change for Global Issues
  - Managerial Financial Analysis
  - Strategic Marketing Analysis
  - Strategic Planning and Management
  - Dynamic Leadership Development
  - Sustainable Operations Management

### Semester two: Total 30 ECTS

- Four mandatory modules, total 30 ECTS (5 or 10 ECTS per module):
  - Leading Change for Social and Sustainable Impact (5 ECTS)
  - Innovation and Disruptive Technologies (5 ECTS)
  - Strategic Human Capital Management and OB (10 ECTS)
  - Conducting Research for Management (10 ECTS)

### Semester three: Total 30 ECTS

- Dissertation (30 ECTS) or
- Placement (30 ECTS)

The programme contains a wide range of formative and summative assessments including individual and group work, projects, presentations, case studies, and examinations.

## 2.4 Other Relevant Programme Information

### Module Level

Stage label	Module title	ECTS	Module synopsis
Award	Risk and Change for Global Issues	5	The module will equip learners with the knowledge and skills to take a holistic, environmental, analytical, and critical approach to major issues in the management of organisations in a global context. This module is a fundamental module upon which all other modules which comprise the MSc in Management Practice are built on and speaks to the wider context of management, and the opportunities and challenges which an organisation must deal with within the global and domestic context. The module balances teamwork which is core to all management structures with a mastery of management theory.
Award	Managerial Financial Analysis	5	This module provides the learner with the knowledge, skills, concepts, and tools necessary to understand and respond to the increasingly complex, volatile, and dynamic financial world. The module will provide a financial decision-making platform for business managers. This module will enable managers to review, interpret, and analyse financial information and will enable participants to develop a knowledge and understanding of the implications of such information for businesses and their stakeholders. Participants will develop the ability to apply analytical techniques to real-world scenarios and practical management decision-making.
Award	Strategic Marketing Analysis	5	This module examines recent developments in marketing thinking and market strategy development. It focuses on the dynamic aspects of market strategy development, and current issues such as relationship building, engagement, and retention strategies. Successful marketing analysis is based on an organisation wide philosophy that identifies, selects, provides, communicates, and delivers value to chosen customer groups. Marketing analysis as a management subject consists of a set of concepts and principles for choosing target markets, evaluating customer needs, developing products and services that satisfy wants, delivering value to customers and profit or benefit to the company or organisation. This module is designed to provide a thorough emphasis on the managerial perspective of marketing analysis. Learners will apply specific analytical marketing tools and marketing frameworks for evaluating companies' marketing-mix that take best advantage of the conditions in which the firm finds itself. A strategic marketing analysis approach is evident throughout the module

Stage label	Module title	ECTS	Module synopsis
			design and delivery. In all seminars, learners will be required to analyse marketing practices in relation to different marketing case studies. Their individual assessment will be the analysis of a company marketing strategy following a systematic approach.
Award	Strategic Planning and Management	5	This module will provide students with a comprehensive understanding of the principles, concepts, and frameworks of applied strategic management in practical business contexts. The module will equip students with the skills and knowledge necessary to analyse and evaluate complex business environments and formulate effective strategies. Learners will engage in critical thinking and problem-solving abilities in strategic decision-making processes. This module will enable learners to foster an appreciation for the role of applied strategic management in achieving sustainable competitive advantage and organisational success. Learners will learn through practical examples the application of strategic management theories and tools to real-world business challenges. This module will promote the development of effective leadership and communication skills required for strategic implementation and change management.
Award	Dynamic Leadership Development	5	This module examines Dynamic Leadership Development within an organisation and within the vigorous and rigorous global business environment. Through this module, learners will develop a deep understanding of core leadership theories, practical skills, and an awareness of leadership styles within a variety of business contexts. The module equips the learners with the skills necessary to enable them to manage, lead effectively, and ultimately achieve organisational performance goals and objectives through ethical leadership. The module, through a critical lens, investigates how dynamic leaders exercise an essential function of management, specifically ensuring organisational sustainability and growth.
Award	Sustainable Operations Management	5	This module will equip learners with the knowledge and skills to take a holistic view of how operational and senior management decisions can be made with a sustainable approach to major issues in organisations and in a global and domestic context. Students are taught how to apply Sustainable Operations Management (SOM) theory to practical situations within financial, technological, supply

Stage label	Module title	ECTS	Module synopsis
			chain, manufacturing and service organisations. Learners will also be introduced to Project Management, its main principles and KPIs, and its role in achieving organisational goals and sustainability.
Award	Leading Change for Social and Sustainable Impact	5	In today's rapidly changing world, effective leaders play a critical role in driving social and sustainable impact. This module is designed to equip learners with the knowledge, skills, and mindset necessary to lead change initiatives that address pressing social and environmental challenges, with a particular emphasis on sustainability, climate change, and the green economy. Through a combination of theoretical frameworks, practical case studies, and experiential learning opportunities, students will develop the leadership capabilities needed to create positive change in organisations, communities, and the world at large, while promoting environmental sustainability and addressing climate-related issues.
Award	Innovation and Disruptive Technologies	5	This module provides learners with the key concepts of innovation and disruptive technologies that will assist in ensuring businesses are fit for purpose in a digitally empowered world. In every industry, the introduction of innovative digital technologies and the rise of new disruptive opportunities or threats are transforming business models and processes. To stay competitive, companies must fundamentally change how they operate. This module equips learners to evaluate new innovations and disruptive technologies that enable organisations to profit from technological developments, and understand how companies can take advantage of various technological advances by changing business processes, and offering new products and solutions.
Award	Strategic Human Capital Management and Organisational Behaviour	10	This module explores the critical changing context of human capital management and organisational behaviour, this interpretive module explores key concepts in human capital management and staff development. This module reflects all-important HR responsibilities within an ever-changing organisational context, the deployment, development, motivation, engagement and reward of employees representing core HR and OB activities. The aim of this module is to give the learner a critical insight into effective

Stage label	Module title	ECTS	Module synopsis
			and ethical talent planning and human capital management. The contextual and contingent activity of human resourcing strategies is recognised throughout all topics. These variables require managers to be aware of internal and external influences. The module also addresses both the breadth of HR issues and includes all the activities essential for the acquisition, management, engagement, and retention of talent from HR planning through to release from employment. The changing nature of the role of the HR manager as Activist is examined and the impact of digitalisation. An international context is also explored with reference to the transfer of HR practices in foreign locales whilst recognising the importance of culture diversity, equity, and inclusion.
Award	Conducting Research for Management	10	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, and methods of data collection, while highlighting the ethical implications of, and the need for rigour in, Masters' level research. Learners will critically evaluate previous research studies relevant for Management Practice with a view to carrying out a literature review, and developing a scientifically and ethically appropriate methodological strategy for gathering empirical data to derive inferences and conclusions relevant to a research question. Qualitative and quantitative data analysis techniques will be explored, equipping learners with the requisite knowledge to plan, investigate, analyse, and present data using various qualitative and quantitative research methodologies. Research idea generation and research-refinement techniques form the basis of the process. The module is also aimed to prepare learners for their chosen capstone elective, Dissertation of Placement. A key assessment component of the module therefore is an appropriate and convincing research proposal for either a traditional dissertation or for an applied industry-focused research report.
Award	Dissertation	30	The aim of this module is to enable the learner to undertake a traditional, written, research-focused dissertation, applying key academic and methodological concepts and techniques with significant implications to a chosen organisation and/or industry. Learners will consolidate their knowledge, synthesise

Stage label	Module title	ECTS	Module synopsis
			their learning, and develop their critical capacities, applying key academic concepts, methods, and tools to investigate, research, and critically evaluate a research question or hypothesis. Learners will be required to demonstrate an appropriate blend of quantitative and qualitative analysis in their dissertation. Under the guidance of their supervisor, learners will develop a 15,000 - 20,000 words +/- 10% traditional written thesis in sequenced chapters. Learners will also be expected to present and defend their work and produce a poster based on their findings.
Award	Placement	30	This module aims to enable learners to consolidate their knowledge and skills in the completion of an industry research report which synthesises their learning through a placement of their choice. This research-focused piece of work takes the form of a written placement project which will apply key academic and methodological concepts and techniques to an applied industry-focused research problem or issue and the completion of a reflective performance review report. Under the guidance of their supervisor and line manager, learners will gain a deeper understanding of the application of research methods through applying these skills in a research-focused Capstone work in their field. This module facilitates an academic perspective to an industry-ready solution in a problem-based immersive scenario that can be shared with current or prospective employers. Learners will develop a 8,000-10,000 words (-/+ 10%) Placement Project Report (70%) and a Placement Performance Review (e-portfolio) (30%) consisting of a 2,000 words +/-10% Reflective Journal, 2,000 words +/-10% Interview with the learner's academic supervisor, and Placement Employer Evaluation Report. See templates for all documents in the Appendices to Placement Handbook.

## 2.5 Teaching and Learning Strategy for a multi-modal environment

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

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

Mode	Description
In-class	Where the lecturer and all the students are in the class

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

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

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

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

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

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

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

Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, hybrid or in-class. However, some activities and approaches are better suited to some modes.

You will find the specific details of which mode applies to which module in your online timetable as well as in your Module and Assessment Guides.

Should you have any queries, please do not hesitate to contact your Programme Coordinator or Module Leader.

## **2.6 Awarding Body and NFQ Level**

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

## Section 3 Assessment

### 3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity. Assessment types will include practical, continual assessment, reports, group activities and exams.

It is important that you familiarise yourself with the format and number of assessments, assessment weighting, and due dates. These are published in the Module Guide which is available on [Moodle](#). An Assessment Brief is also published for each individual piece of continuous assessment. This will give details on the format, weighting, and due date, as well as set out what task you are required to complete in the assignment. It also gives the marking scheme for each assignment, and you should use this to guide your completion of the assignment.

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator while the assessment process is overseen by External Examiners. This is to ensure fairness, consistency of marking and the correct standard across all assessments. Results are always provisional until they are approved by the External Examiner and are processed through the programme Exam Board. The purpose of an Exam Board is to formally ratify results and determine award classification (for more information please refer to the [Quality Assurance Handbook](#)).

The assessment schedule is below and Moodle syncs with the Student Dashboard to provide a calendar of deadlines. The schedule lists the due dates for all your assessments due over the academic year. The schedule ensures that the workload is balanced across the academic year. Any extension requests need to be considered in light of this schedule, as changes might risk clashing deadlines, so it is very important to be aware of the potential impact of changes to assessment dates. The exam timetable is published on the [exam page](#) in the DBS current student area and is usually available about four weeks in advance of the exam period.

### 3.2 Assessment Schedule

Stage	Award											
Semester												
Module Title	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Risk and Change for Global Issues (M)												
Managerial Financial Analysis (M)												Per Exam schedule
Strategic Marketing Analysis (M)												
Strategic Planning and Management (M)												
Dynamic Leadership Development (M)												
Sustainable Operations Management (M)												
Stage	Award											
Semester												
Module Title	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Conducting Research for Management (M)												Week 13
Leading Change for Sustainable and Social Impact (M)												
Innovation and Disruptive Technologies (M)												
Strategic Human Capital Management and Organisational Behaviour (M)												
Dissertation (E)												
Placement (E)												

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

Module	ECTS	Assessment Component Breakdown	Due Date
<b>Semester 1 - Mandatory (M) Modules</b>			
Risk and Change for Global Issues(M)	5	CA1 Individual Research Report 100%	week 11
Managerial Financial Analysis (M)	5	Proctored Exam 100%	per Exam schedule
Strategic Marketing Analysis (M)	5	CA1 Group assignment with individual component 100%	week 11
Strategic Planning and Management (M)	5	CA1 Group strategy consultancy report with an individual element 100%	week 12
Dynamic Leadership Development (M)	5	CA1 Individual Leadership Development and Reflective Journal 100%	week 11
Sustainable Operations Management (M)	5	CA1 Group case study with individual component 100%	week 12
<b>Semester 2 - Mandatory (M) and Elective (E) modules</b>			
Leading Change for Social and Sustainable Impact (M)	5	CA1 Impactful Change Simulation (group with an individual component) 100%	week 7 week 11
Innovation and Disruptive Technologies (M)	5	CA1 Group report and defence of the innovative academic stance 100%	week 12
Strategic Human Capital Management and Organisational Behaviour (M)	10	CA1 Group Critical Authentic Case Study 60% CA2 Group Critical Authentic Case Study Presentation 40%	week 8 week 11
Conducting Research for Management (M)	10	CA1 Individual: Analyse a quantitative and qualitative dataset and critically evaluate the findings developing well-supported conclusions 30% CA2 Individual - Research Proposal and Defence (70%)	week 8 week 10 & week 13
Dissertation (E)	30	CA1 First meeting presentation 10% CA2 Dissertation 80% CA3 Poster 10%	week 4 week 12 week 12
Placement (E)	30	CA1 Placement Project Report 70% CA2 Placement Performance Review (e-portfolio) 30%	week 12 week 12

All assessment in this programme conforms to the DBS assessment regulations informed by *QQ/ Assessment and Standards, Revised 2022*. Special regulations are defined on the programme schedule. Where a learner is found to require additional learning support, the Equality & Diversity Officer Joanne O'Donnell will identify appropriate support or an alternative assessment instrument. This will be agreed with the Registrar's Office and will be in accordance with the DBS Assessment Regulations. Please refer to DBS Quality Assurance Handbook (QAH) for further details.

Recognising the importance of student workload, assignments are spread over the programme, where possible. Assessments are scheduled to cater intervals of non-assessment and the potential for extensions, where possible, which can arise throughout the academic year. Feedback will be delivered in a timely manner as directed by policies in the Quality Assurance Handbook.

Due to the nature of the assessment strategy adopted for the Master of Science Management Practice Programme, which contains a significant number of 100% CA modules, it has not always been possible to ensure an even spread and there are cases where learners will be submitting 2 assignments per week in some cases, in particular in Semester 2 of the programme. However, it should be noted that these assignments are continuously monitored and formatively assessed throughout the semester.

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

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

## Section 4 Academic Calendar

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

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

## Section 5 DBS Regulations and Quality Assurance

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

The Quality Assurance Handbook is on the DBS Student website [here](#) and there is a link to it on every Moodle page under **Quick Links>Academic Policies & Procedures**.

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

### QAH Table of Contents

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

## 5.1 Key Assessment Regulations

### Quality Assurance Handbook – Key Assessment & Regulations Reminders

#### LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3)

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

#### PMCs (QAH B.4.3)

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

PMC  
FORM

LEARNER  
SUPPORTS

#### CAPPED MODULE GRADES (QAH 5.5.3)

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

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

**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

## Section 6 Supporting Student Success

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

### 6.1 The Learner Charter

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

## Section 7 My Career

### 7.1 Student Careers

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

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

During your time in DBS, you will:

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

The Careers Hub services can be accessed [on the 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!