



Master of Science in Trading and Investing (NFQ Level 9, 90 ECTS)

Postgraduate Diploma in Science in Trading and Investing (exit award only, NFQ Level 9, 60 ECTS)

2024/25

Programme Handbook

Foreword

Welcome to DBS where we will help you realise your ambition. We have an international reputation for high quality teaching and learning and our intention is to do everything we can do to support you during your time with us.

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

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

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

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

Good luck on your journey!

Lori

Lori Johnston

Academic Dean

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Section 1 Programme Information

Welcome Message from 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 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.

Richard

Richard O'Callaghan
Academic Director – Accounting and Finance

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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 brief description of the people you will meet on your programme:

- **Academic Director**
The Academic Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.
- **Assistant Academic Director**
The Assistant Academic Director has responsibility of working with the Academic Director across all elements of programme development and delivery. They are responsible for overseeing programme team meetings and are a direct point of contact for students. They work to ensure all programmes developed and run are of a high academic standard.
- **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

Title	Name	E-mail
Academic Director	Richard O'Callaghan	richard.ocallaghan@dbs.ie
Assistant Academic Director	Dr. Gracie Moloney	gracie.moloney@dbs.ie
Programme Coordinator	Beatriz Lazzari	students.dbs.ie/dashboard/sccm

1.3 Programme Team

In DBS, email addresses for lecturing staff are detailed as follows: firstname.lastname@dbb.ie

Module No.	Module Title	Lecturer(s) *Subject to change
1.	Securities Markets Structure and History	Dr Monica Smatralova Sosa
2.	Financial Econometrics	Richard O'Callghan
3.	Technical Analysis and Financial Visualisation	Alan O'Sullivan
4.	Financial Reporting and Fundamental Analysis	Derek Reynolds
5.	Portfolio Planning, Risk management and Valuation	Bart Reumkens
6.	ESG, Ethics and Regulation in Trading and Investing	Salah Aberkane
7.	Applied Financial Market Analytics	Dr. Charles Nwankire
8.	Research Methods for Team Capstones	Dr. Gracie Moloney
9.	Applied Trading and Investing Team Capstone	Various

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

Section 2 Programme Details

2.1 Aims of the Programme

The Master of Science in Trading and Investing (90 ECTS, Level 9) has been designed with the specific intention of responding to three incentives to offer such a course. They are: student interest and demand, a lack of similar programmes in Ireland, and the development of a programme that develops transferable hard skills in learners while basing these skills on a topic that learners have expressed interest in.

Trading and investing has long been an area of interest to DBS students across many disciplines. The expression of interest has been seen in computing students, business students and accounting and finance students. It becomes most apparent when students are asked to choose a topic for dissertation and a significant cohort of students wish to pursue areas related to trading and investing.

Finally, this programme is designed in such a way that students constantly develop hard skills which are applicable across the contemporary world of finance and are not limited to trading and investing. In this programme, students will spend three out of four modules in the first semester developing technical skills which will continue to be built upon in the second and third semesters.

The programme will incorporate a multimodal blended approach to delivery across modules including face-to-face classroom, online synchronous and asynchronous deliveries.

The specific programme **objectives** are as follows:

1. Imbue a critical analysis of the informed by up-to-date research on best practices in trading and investing.
2. Accrue a thorough understanding of risk and risk management across trading and investing strategies.
3. Critically evaluate alternative assets and perform objective and thorough tests to determine an alternative assets predicted worth.
4. Gain an in-depth knowledge of the national and international regulations related to trading and investing.
5. Develop the competencies to present and justify investment strategies in a professional and highly competent way.
6. Create critical awareness of ethical processes including disclosing and managing risk.
7. Identify and develop autonomous learning skills for the graduates of tomorrow who can work both independently and collaboratively within innovative and disruptive environments.
8. Provide the learner with a comprehensive platform for career development, innovation, and further study.

The programme aims to develop learners' knowledge of the theory and practice of trading and investing necessary for them to perform at post graduate level and secure employment in the areas of finance, trading and investing, or private practice.

2.2 Programme Learning Outcomes

On successful completion of the Master in Science programme, graduates will be able to:

MIPLOs	Learning Outcomes
MIPLO1	Critically appraise and apply theoretical and conceptual knowledge in the development of a trading and investing strategy.
MIPLO2	Evidence critical awareness and application of tools, techniques, and technologies in financial analysis that demonstrates an ability for decision-making and risk analysis.
MIPLO3	Critically analyse financial accounts and evaluate how they impact and influence performance.
MIPLO4	Evaluate regulatory and financial markets nationally and internationally and define an optimal trading and investing strategy, with consideration given to these differing regulatory requirements.
MIPLO5	Devise efficient and appropriate solutions independently or as per client specifications and develop verbal and oral professional presentation skills.
MIPLO6	Integrate advanced skills in the application of portfolio management using data and analytics.
MIPLO7	Demonstrate advanced knowledge of alternative assets classes to design strategies that are well-rounded and include non-standard investments.
MIPLO8	Appraise and apply the appropriate research methods to generate insights in a variety of trading and investing strategies.
MIPLO9	Develop the advanced competencies required to apply machine learning to trading and investing scenarios.
MIPLO10	Evaluate the impact of Environmental, Social and Corporate Governance requirements on investing, trading, and company performance.
MIPLO 11	Critically synthesise learning to plan, design, and develop an investment portfolio that demonstrates competencies and technical ability.

Graduates of the embedded Postgraduate Diploma in Science in Trading and Investing will share MIPLOs 1-9. The Exit award is only available to those learners who are unsuccessful in the two opportunities available to complete the Capstone module.

Principal Programme: Master of Science in Trading and Investing

Module No.	Stage label	Module Title	Module Synopsis
1	Award	Securities Markets Structure and History	<p>This module provides learners with important contextualizing information regarding trading and investing. This module will provide learners with an understanding of the history of trading and investing. This will help gain a deep understanding of the current landscape and support them in developing a fundamental understanding of the nature of capital markets which they will use throughout the programme. The module provides foundational knowledge on which aspects of many of the other modules will be based.</p>
2	Award	Financial Econometrics	<p>This module aims to equip the learner with the ability to utilise practical econometric techniques to analyse, model, evaluate and forecast certain aspects in trading and investing in financial assets. These techniques may include, but are not necessarily limited to, linear and non-linear regression, correlation analysis, GARCH type models, Value-at-Risk, and time-series analysis.</p> <p>The emphasis of this module is on the practical application of financial econometrics. Learners will utilise real financial data from FactSet and other sources. Learners will also utilise tools available in FactSet, Python libraries, and similar utilities that will enable the learner to acquire, analyse and present financial and economic data.</p> <p>The knowledge and skills in trading and investing developed in this module will be built upon in subsequent modules as learners develop advanced knowledge and skills.</p>
3	Award	Technical Analysis and Financial Visualisation	<p>This module provides the learner with a critical examination of the discipline of Technical Analysis, a discipline that has been used by market professionals, and amateurs to inform investment and trading decisions. The learner will be encouraged to explore the many practical tools available on the FactSet platform to seek to understand the theory being delivered and to critically assess whether Technical Analysis could be part of a successful trading or investment strategy.</p> <p>Furthermore, this module aims to provide learners with practical knowledge in the development of a trading and investing strategy, including best practice technical analysis methods. This module also emphasises the importance of analysing trading and investing environments, as well as enabling students to develop the hard skills needed to perform a range of data visualisation techniques.</p>

Module No.	Stage label	Module Title	Module Synopsis
4	Award	Financial Reporting and Fundamental Analysis	This module aims to give students the knowledge and skills to read, analyse and interpret the information contained in financial statements. It will also assist students in developing a high-level understanding of financial accounting principles and allow students to demonstrate their ability to use and interpret financial information when assessing company performance. This module will enable participants to develop a knowledge and understanding of the implications of financial information and an ability to apply this information to practical management scenarios.
5	Award	Portfolio planning, Risk management and Valuation	The aim of this module is to help learners build an optimum portfolio and effectively manage the associated risks. This module covers key concepts of trading and investing such as short to long-term Portfolio design, managing and anticipating risk, and asset valuation. Asset classes, securities and combinations are comprehensively taught to learners. Students are taught these concepts through theoretical knowledge (e.g. Stock picking; Bond picking; Mutual Funds; Introduction to Financial Modelling) and through practical exercises (utilising the Dublin Business school access to FactSet). Learners will be taught the best practices in portfolio management and evaluating the performance of their portfolios. They will be exposed to quantitative and analytical tools for portfolio management and analysis.
6	Award	ESG, Ethics and Regulation in Trading and Investing	This module aims to provide students with an advanced understanding of three areas directly related to trading and investing: ethics, ESG, and relevant regulatory requirements. The regulatory information will be largely based on the most recent codes, standards, and regulations in relation to expected conduct and behaviour in global financial markets put forward by the CFA Society, UK. In terms of ESG, learners will be grounded in an understanding of what ESG is before being taught how to assess organisations against ESG standards. Finally, this module will provide learners with an understanding of professional ethical requirements when working in trading and investing, particularly when working on behalf of another individual group; elements of ethics which will be taught include elements of timely updates of information; full risk assessment; and clearly outlined timeline for expected investment returns.
7	Award	Applied Financial Market Analytics	This module will provide learners with an introduction to the fundamentals of data analytics and the practical experience of extracting value from large data sets. The module will specifically focus on the modelling, storage and access of big

Module No.	Stage label	Module Title	Module Synopsis
			data, and emphasise the key techniques essential to evolving data analytics solutions. The module will also concentrate upon the importance of visualisation in the effective communication and interpretation of data analysis in enhanced end-user decision making alongside approaching financial data analysis. The learner will develop a proficiency in the design and construction of data driven predictive models. Learners will also be exposed to the use of machine learning in finance. Learners will be able to develop these advanced skills, in part due to what they have already learned in semester one, particularly module two.
8	Award	Research Methods for Team Capstones	This module seeks to develop the learner's knowledge and understanding of the processes underpinning formal research. It provides coverage of research philosophies, strategies, designs, sampling, methods of data collection, while highlighting the ethical implications of, and the need for rigour in, masters' level research. Qualitative and quantitative data analysis techniques will be explored, equipping learners with the requisite skills 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. Related to this are activities in formulating a literature review relevant to the chosen research question and topic. A key assessment component of the module is an appropriate and effective research methods proposal.
9	Award	Applied Trading and Investing Team Capstone*	The Team Based Portfolio Development and Implementation exercise is a Capstone project for learners that have passed all taught modules of this MSc in Trading and Investing. As such it represents the culmination of the programme where learners will have the opportunity to apply all of the learning from the programme in a manner that is intended to replicate the membership of a real trading and investing team. As part of the trading team, learners will be expected to work alongside your colleagues to identify, plan, develop and implement an investment/trading strategy for the hedge fund that you are employed by.

**The Applied Trading and Investing Team Capstone will only be completed by Masters learners. Learners exiting with the Postgraduate Diploma award may either be counselled off the Masters programme before commencing, or may choose to withdraw from the Masters programme after completing their taught modules, or may exhaust the two opportunities available to successfully complete the Project, and be exited from the programme with the Postgraduate Diploma.*

Postgraduate Diploma in Science in Trading and Investing (Level 9, 60 ECTS, exit award only)

The Postgraduate Diploma in Science in Trading and Investing is an embedded exit award in the Master of Science in Trading and Investing. The Postgraduate Diploma is **not** offered as a separate award. The programme shares the 60 ECTS taught components of the Masters programme.

The Postgraduate Diploma can be completed in one academic year by full-time learners and eighteen months by part-time learners. The overall aim of the programme is to provide graduates with the opportunity to attain a Level 9 award if they cannot complete the research component of this programme for personal or professional reasons. Therefore, the Postgraduate Diploma in Science award (60 ECTS, NFQ Level 9) is offered only as an exit award from the Masters programme.

2.3 Teaching and Learning Strategy for a multi-modal environment

This section is an opportunity to discuss the proposed teaching activities and modes of delivery that you can expect on this programme.

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. Multimodal delivery has been fully incorporated across the programme to utilise live online, pre-recorded and on-demand resources.

This section covers all teaching and learning relating to the multimodal delivery and is an opportunity to discuss the proposed teaching activities and modes of delivery that you can expect on this blended programme.

An overview of terms:

In class/ onsite

This mode is when you are on site on DBS campus. This mode is on your timetable and you are expected to be at a certain place at a certain time to engage with guided learning.

Live Online/ Synchronous (Zoom) sessions

Here you are online at the same time in a Zoom room or digital communication platform as your lecturer. These sessions are typically more interactive and used for engagement such as workshops and facilitated discussions on topics. The synchronous live online environment also facilitates screen share, breakout rooms, collective access to a whiteboard and chat. Synchronous live online sessions are, where possible recorded, thereby providing the opportunity for you to reflect on the learning experience. This mode is on your timetable as they are expected to be at a certain place at a certain time to engage with guided learning.

OnDemand / Asynchronous content

Asynchronous, also called OnDemand, is instructionally designed learning content that you access online and work through at your own pace. This content is not on your timetable. However, on demand content is often connected to live sessions. Some live sessions are independent of OnDemand content but some will be dependent upon you having been through the OnDemand content.

Supported by VLE: Moodle

The virtual learning environment (VLE) for programmes in Dublin Business School is Moodle. All learning activity is directed through each module page on Moodle, which functions as a learning path, with activities and resources categorised by topic. Instructionally designed on demand units of content are complemented by Moodle learning activities, such as Discussion Forums, Chat, Quizzes, and plugged in LTIs, as well as additional directed e-learning resources, such as links to videos, readings, images and podcasts. Access to synchronous online tutorials, lectures and workshops, and recordings of these sessions, are also made available to learners via links on Moodle.

The **blended multi-modal environment** allows for the most appropriate mode of delivery to be applied to different parts of the syllabus. Typically, the more theoretical content would be delivered through the OnDemand mode, with the discursive aspects of the syllabus more inclined to be delivered in the synchronous live online mode. Although, such discursive topics can also be considered in an in-class setting. The more practical and assessment driven parts of the syllabus can also be reserved for the in-class time. All in class and live online learning will be recorded and the resources made available to you through MOODLE.

Multi-modal delivery is aligned across weeks to ensure that a mix of modes does not occur within any one day/evening. Modules with synched schedules of delivery have been timetabled together on the same day/evening to ensure consistency of on-campus and online/asynchronous schedules.

Assessments are also set and submitted on Moodle. The Announcements feature on Moodle is the primary method of lecturer-to-learner broadcast communication in between live classes. All announcements on Moodle are automatically directed to the student's email. This will require an appropriate computer work area with internet access.

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.
Pre-Recorded/ Asynchronous	Where the lecturer pre-records a session.
On-Demand/ Asynchronous	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.

Your programme is a mixture of these modes of delivery and your timetable has been carefully constructed to offer live online and Asynchronous (pre-recorded and On Demand) materials. The asynchronous materials are not shown on your timetable as these are flexible learning objects that you can watch and listen to in your own time. Recordings of online learning environments are made available to learners, when appropriate to do so and not exempt due to the sensitivity or confidentiality of material, for the purpose of reflection and revision. All modules utilise directed e-learning, which means lecturers direct learner interaction with online reusable learning objects (RLOs)

and/or discussion forums on the VLE along with supporting e-learning resources. Directed e-learning RLOs can range from an annotated case study in pdf, to a video, to a bespoke animation created by DBS, as long as the lecturer has provided prescriptive direction on the interaction with the RLO. Other e-learning resources include pdfs, video links, links to websites, podcasts etc. and any other relevant and appropriate supporting resources.

Multi-modal delivery is aligned across weeks to ensure that a mix of modes does not occur within any one day/evening. Modules with synched schedules of delivery have been timetabled together on the same day/evening to ensure consistency of on-campus and online/asynchronous schedules.

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 Guide.

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

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 Guide.

Learners on the Master of Science in Trading and Investing will have all class notes, resources, case studies and links to electronic resources made available on Moodle. Modules will be delivered through a blend of asynchronous content and discussion forums with synchronous tutorials and practical lab sessions and lectures, while teaching and learning will use a wide range of materials to assist learners as they enhance their knowledge and understanding of core trading and investing concepts. This approach allows for the reflection and consideration of theories, concepts and issues followed by facilitated discussions in synchronous tutorials to further explore and challenge understanding with peers using case-based scenarios and problems. Individual and group exercises are also used to test understanding and drive applied discussions. These interactions can be facilitated with the use of educational technologies, such as online walls and polling.

FAQ

1. What will my class look like?

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, or in-class. However, some activities and approaches are better suited to some modes.

2. How will my class appear on the timetables?

Multi-modal delivery is aligned across weeks to ensure that a mix of modes does not occur within any one day/evening. Modules with synched schedules of delivery have been timetabled together on the same day/evening to ensure consistency of on-campus and online/asynchronous schedules.

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

On-Demand will **not** appear on your timetable as the timetabled class as you will be able to watch the learning content at your own convenience. However, you should include On-Demand in your own learning schedule to make sure that you are fully prepared for the next timetabled class. Information in relation to this will be on your Moodle page and in your Module and Assessment Guides.

3. How many hours per week can I expect to learn using different modes?

Contact hours per module average 2 per week for the full-time delivery, and 1.5 per week for the part-time delivery. Live online class contact hours can vary per cohort and can be 2 hours per week for the full-time delivery per module, and 1 hour per week, per module, for the part-time delivery. Asynchronous resources are equivalent for both cohorts.

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 and an external examiner. 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.

3.1 Assessment Brief

Master of Science in Trading and Investing

Module Title	ECTS	Assessment / Exam	Indicative Week/Date Due for submission to Moodle	CA %
Securities Markets Structure and History	5	CA1 Individual/Group Practical Project 85% CA2 FactSet Essentials: Derivatives 15%	Semester 1 Week 12 Semester 1 Week 11	100%
Financial Econometrics	10	CA1 FactSet Essentials: Core Product Certification 25% CA2 Individual/Group Analysis Report 30% CA3 Individual/Group Visualisation Exercise/Presentation Econometrics Report 45%	Semester 1 Week 2 Semester 1 Week 7 Semester 1 Week 12	100%
Technical Analysis and Financial Visualisation	10	CA1 Individual/Group Practical Project 25% CA2 Group Visual Essay 75%	Semester 1 Week 9 Semester 1 Week 12	100%
Financial Reporting and Fundamental Analysis	5	CA1 Individual/Group Analysis Report 100%	Semester 1 Week 11	100%
Portfolio planning, Risk management and Valuation	10	CA1 FactSet Essentials: Portfolio Analysis Certification 10% CA2 FactsSet Essentials: Universal Screening 20% CA3 Individual/Group numerical analysis of the structure and risk profile of a diverse portfolio of financial assets. 70%	Semester 2 Week 2 Semester 2 Week 4 Semester 2 Week 11	100%
ESG, Ethics and Regulation in Trading and Investing	5	CA1 Individual/Group Develop a Staff Guidance Manual on ESG, Ethics and Regulation in Trading and Investing 90% CA2 FactSet Essentials: Productivity Suite Certification 10%	Semester 2 Week 10 Semester 2 Week 2	100%
Applied Financial Market Analytics	10	CA1 <u>Team based critical analysis and presentation</u> 50% CA2 Practical project including a demonstration of code utilisation 50%	Semester 2 Week 5 Semester 2 Week 12	

Module Title	ECTS	Assessment / Exam	Indicative Week/Date Due for submission to Moodle	CA %
Research Methods for Team Capstones	5	CA1 Individual/Group interim presentation on investment proposal 20% CA2 Individual/Group Research Proposal 80%	Semester 2: Week 3 or Week 4 Semester 2 Week 12	100%
Research Methods for Team Capstones	30	CA1 20-minute presentation and discussion on progress. 10% CA2 Consisting of: Written Report (with appendices) 50% Artefact 20% Personal Trading Journal 5% Presentation and Viva Voce 15%	Semester 3 Week 3 or 4 Semester 3 Week 24 Semester 3 Week 24 Semester 3 Week 24 Semester 3 Week 25	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 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.

Assessment Submission points by Semester

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

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

- Complete ALL assessment components.
- Submit all assessments on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found [here](#).
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always complete the required number of questions in an exam.

- Practice writing out answers for end-of-term exams by doing [previous papers](#), in particular handwriting answers to ensure that your writing is legible.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Equality and Diversity Officer](#) well in advance of any assessment or exam dates.

3.3 Reassessment

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

3.4 General Submission Requirements

1. All assignments must be submitted no later than the stated deadline (date and time).
2. Assignments submitted after the latest deadline specified (including any approved extension deadline) are considered late and penalised according to the [Quality Assurance Handbook \(QAH\) Part B Section 5.2.2.6](#) as follows:
 - A penalty of 2 marks will be applied per day or part thereof (including weekends and public holidays) for an ongoing failure to submit beyond the submission deadline.
 - An examiner has the right to refuse to mark the assignment if the submission instructions have not been observed.
 - Where a late assessment is submitted within 14 days of the deadline, and is of a passing standard, the late penalty is capped (such that the minimum grade that can be awarded is 40% for the late submission).
 - Where a late assessment is submitted more than 14 days after the deadline, it will receive 0%. The lecturer may, at their discretion, review the submission for feedback.
 - Where the assessment is undertaken in a group, the piece of work should be submitted in its complete entirety, and any penalty for late submission incurred applies to all group members.
3. Extensions to assignment submission deadlines will not be granted, other than in exceptional circumstances. To apply for an extension please go to <https://students.dbs.ie/dashboard/SCCM> and open a ticket.
4. All relevant provisions of the Assessment Regulations must be complied with (see [QAH B.5](#)).
 - Students are required to refer to the assessment regulations in their Programme Handbook, and on the [Student Website](#).
 - Dublin Business School penalises students who engage in academic impropriety (i.e. plagiarism, collusion and/or copying, ghost writing/ essay mills, improper use of Generative Artificial Intelligence software).
 1. Refer to the College's [Generative AI Guidelines HERE](#) for further information.
 - Guides on referencing are available on the Library website: <https://libguides.dbs.ie/referencing>
 - Text-matching analysis software is integrated in Moodle to generate a report regarding the degree of text-matching in a submission.
5. Students are required to retain a copy of each assignment submitted, until the issuing of a transcript indicating the mark awarded and the closure of the Appeal period (2 weeks following the release of final results).

- Results can only be appealed following the release of final results, and the Appeal form must be submitted to the Exams Office within the Appeal period.
 - An appeal must be based on valid grounds (see the Appeals Policy QAH B.3.5), dissatisfaction with a grade is not sufficient grounds for an appeal.
 - Assignments must be appropriately packaged and presented.
 - All assignments should be submitted to your subject/course page on Moodle by the deadline date.
 - Where a submission involves digital media (i.e formats other than Word, Powerpoint or PDF), it is the submitting students' responsibility to ensure the media is appropriately labelled, fully working and they must retain a copy.
 - Components of an assessment which are not included in the final submission cannot normally be subsequently accepted for grading. It is the student's responsibility to ensure their file is uploaded correctly.
 - Include an electronic **cover sheet** with the following details to the front of the assignment (see below)
6. Assignments that *breach* the word count requirements will be penalised. *There is a 10% discretion, either way, applicable in terms of word count.*
 7. When you submit your assignment you will be asked to click on a button which will declare the following:

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

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

3.5 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.

3.6 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 Quality Assurance Handbook

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 Learning 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 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 is based in Aungier Street behind reception, and the team can be contacted by [email](#).

Section 8 My Student Life

8.1 Peer Mentor Programme

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

8.2 Class Reps

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

8.3 Student Council

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

8.4 Student Entertainment

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

8.5 Social

College Life is about much more than just education. Through our broad range of clubs and societies, our students get to enjoy the full student experience, which extends beyond lectures and exams. The DBS Campus is Dublin City Centre, and we use all of the extra-curricular and recreational opportunities that our unique location offers. DBS recognises that clubs and societies are key to enhancing and enriching a student's experience while in college. We, therefore, encourage all of our students to get involved. Besides doing something that they love and enjoy, they will meet new friends with similar interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

8.6 Societies

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

8.7 IT Helpdesk

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

8.8 DBS Library

Multiple supports can be accessed through the library. 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://libguides.dbs.ie/Academic_Support

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!