



Bachelor of Laws (Hons)

Level 8, 180 ECTS

Programme Handbook

2024/25

Foreword

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

Hello and a very warm welcome to Dublin Business School. My name is Dr Rita Day, and I am the Academic Director for your law programme.

You have made the right choice in deciding to study at Dublin Business School. We are Ireland's largest independent third-level institution, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study law will enhance your personal, academic, and professional development.

DBS has built on a reputation of "Excellence through Learning," and we pride ourselves on our ability to design and deliver programmes which are academically rigorous and innovative whilst ensuring they meet the demands of an ever-changing global business community. All faculty members are experienced tutors who are specialists in their chosen field. As well as being highly qualified academically, they also bring a wealth of industry experience to the classroom. Our tutors have legal expertise, and this feeds directly into your learning experience. I look after the undergraduate programmes which include the Bachelor of Laws (Hons), BA (Hons) in Business and the postgraduate programmes, the MBA, and the MSc in Management Practice. I work closely with your Programme Coordinator and your lecturers. Your student portal is also a one stop shop for accessing your email, timetables and more. I would like to make a note about the DBS email assigned to you, it is important that you correspond with DBS staff using this email only. We will send a number of important communications to this email during your studies. This information and more, is available in your Student Handbook, which can be accessed via <https://students.dbs.ie/academicoperations/student-handbooks>

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive via Moodle. We hope you enjoy your time with us here in DBS and look forward to helping you during your learning journey. I am here to help you with the academic side of your programme from now until you graduate, and beyond.

Please do not hesitate to contact me on rita.day@dbs.ie if you have any questions. Best wishes to you all for a great year!

Rita

Dr Rita Day
Academic Director - Business, Law, and Marketing

1.1 Programme Administration

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

- **Academic Director**
The Academic Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.
- **Assistant Academic Director**
The Assistant Academic Director has responsibility 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 Level Manager**
The Programme Level Manager (PLM) looks after the day to day running of the programme. They assist the Assistant Academic Director and are responsible for overseeing programme team meetings and are a direct point of contact for students. The PLM will approve/deny deferrals, PMCs, extension requests.
- **Programme Coordinator**
Programme Administrators 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.

1.2 Main Points of Contact for the programme

Role	Name	E-mail
Programme Coordinator	Ana Dias	students.dbs.ie/dashboard/sccm
Programme Level Manager	Dr Eimear Long	eimear.long@dbs.ie

1.3 Programme Structure

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

Stage	Module
1	Introduction to Legal Research Skills
1	IT Skills for Law
1	Criminal Law
1	Constitutional Law
1	Legal Systems
1	Contract Law
2	Mooting and Professional Practice
2	Law of Tort
2	European Union Law
2	Law of Real Property
2	Company Law
2	Commercial Law
Award	Contemporary Issues in Law
Award	Equity and Trusts
Award	Administrative Law
Award	Jurisprudence
Award	Family Law
Award	Law of Evidence
Award	Employment Law
Award	International Law

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

Section 2 Programme Details

2.1 Aims of the Programme

The Bachelor of Laws (Hons) programme aims to provide learners with a rigorous legal education. The programme aims to create in learners a critical understanding of foundational legal concepts and principles, and an ability to make connections between them and appreciate the relationship between the various areas of law. It also aims to enhance the practical skills of the learners, such as analysis, research, communication, interpersonal and organisation skills. The content, depth, and breadth of the modules on the programme ensure that learners develop their understanding across the breadth of the core legal areas, along with some more specialised ones, as well as allowing learners to explore certain areas in more detail to allow for full expression of their analytical and reasoning abilities.

The programme also aims to prepare learners for progression to professional legal qualifications in Ireland by requiring students to develop a fundamental understanding of the core Irish legal subjects to facilitate progression to the Law Society of Ireland (Solicitors) or the Honourable Society of King's Inns (Barristers) Examinations. In addition, as the programme attracts learners from England and Wales, Northern Ireland and Nigeria, the programme also aims to provide a solid base for learners seeking to obtain professional legal qualifications in other international jurisdictions.

We recognise that while initially many students will aspire to qualify professionally and engage in private practice, a significant number of our graduates will enter different career pathways. Accordingly, the programme aims to equip students for a range of careers by using teaching and learning techniques that develop their intellectual and transferable skills. These skills strengthen their employability in careers that may be unrelated to the professional practice of law.

Widening access to the benefits derived from a rigorous legal education remains the core justification for the programme. In addition, there is also emphasis on strengthening the transferable skills dimension of the programme in order to enhance the employment opportunities of our graduates.

The specific programme objectives are to allow learners to:

1. Acquire a solid grounding in legal principles and the fundamental features of the Irish legal system.
2. Gain a fundamental understanding of the core Irish legal subjects.
3. Progress to the professional stage of training in Ireland (i.e. to those training programmes offered by the Law Society of Ireland and the Honorable Society of King's Inns), if desired.
4. Develop a range of transferable skills including the powers of inquiry, critical analysis and logical thinking, initiative, independent learning and commitment to scholarship.
5. Develop a fundamental understanding of the role of law within society.

2.2 Programme Learning Outcomes

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

On completion of this programme a learner will be able to:

MIPLO1 - Demonstrate an in-depth understanding of legal concepts and principles in all core areas of law, along with some more specialised areas.

MIPLO2 - Formulate critical opinion on the role and application of various legal principles and the need for reform and development.

MIPLO3 - Apply legal rules and authorities to situations of limited complexity in order to provide arguable conclusions for concrete problems.

MIPLO4 - Analyse information and materials from a variety of different sources.

MIPLO5 - Conduct legal research to generate the up-to-date authoritative responses to a range of legal issues.

MIPLO6 - Communicate effectively and persuasively legal arguments, insights and analysis orally, in writing and using information and communication technology.

MIPLO7 - Function effectively and on their own initiative both independently and in group structures to plan and undertake tasks in various areas of law in both familiar and unfamiliar contexts.

MIPLO8 - Utilise feedback and personal reflection to take steps for the improvement of performance, showing awareness of the need for the continued development of skills and competencies.

MIPLO9 - Assess the impact, relevance and necessity of law in a broader societal context.

2.3 Programme Structure

Stage label	Stage synopsis
1	Learners commence their studies with a mix of fundamental core legal subject areas, and an introduction to necessary general concepts in Legal Systems. There is also a focus on identifying and introducing important skills that law students will need in both IT Skills for Law and Introduction to Legal Research Skills.
2	Stage 2 builds on what was covered by including a mix of fundamental core legal subject areas, along with the further development of legal and other transferable skills.
Award	Learners study the remaining core areas and also have the opportunity to explore beyond these core modules. They also engage in the development of advanced analytical, critical and interpretive skills through all of the modules and in particular the Contemporary Issues in Law module.

2.4 Other Relevant Programme Information

Module Level

Stage label	Module title	ECTS	Module synopsis
1	Introduction to Legal Research Skills	10	This module is designed to provide learners with the necessary skills for studying law. The module will focus on developing the skills required in relation to conducting legal research and presenting the results of that research, as well as introducing the concept and skills behind legal reasoning.
1	IT Skills for Law	10	This module enables learners to develop a knowledge and understanding as to the transformative effect of information technology on the legal world where agile innovation is key to sustainability and growth. In this module, learners will develop practical skills in databases, spreadsheets, and web technologies. Learners will also contextualise the role that computer technologies have played in facilitating the evolution and development of business systems, and the legal and ethical issues that have emerged through this process. In this module, learners will appreciate a variety of legal documents acquiring, merging, and presenting meaningful information from a variety of data sources. In order to stay on top of rapidly evolving technology software and create more agile legal professionals, this module will ensure learners use and understand tools such as Microsoft Office 365 and eDiscovery.
1	Criminal Law	10	This module covers the general principles of Irish criminal law, the main offences against the person and offences against property. It deals with all the core areas required of learners who intend to go into practice. This approach ensures the learner has a practical understanding allied with the understanding of criminal theory. The learner will be expected to read independently. However, there will be constant guidance and support given to the learners in this regard.
1	Constitutional Law	10	This module is designed to provide learners with an understanding of constitutional law. In particular, the module will introduce learners to the Irish Constitution and review the historical developments that led to the enactment of Bunreacht na hÉireann 1937. The primary focus of the module will be on the organs of state, their role, and functions – with a particular emphasis on the doctrine of separation of powers. The issue of fundamental human rights, both enumerated and unenumerated will also be reviewed.
1	Legal Systems	10	This module is designed to provide learners with an overview of the key components and structures of the Irish Legal System. The module will introduce the learner to the sources of law within the Irish legal system. The module will set out the structure of the Courts, including discussion on the reliefs available and the appellate jurisdiction of the Courts. The module will also cover

Stage label	Module title	ECTS	Module synopsis
			vital concepts such as the operation of precedent and the rules of statutory interpretation.
1	Contract Law	10	This module is designed to give learners a clear grounding in the law relating to the creation, enforcement, and discharge of contracts in Ireland.
2	Mooting and Professional Practice	10	The main focus of this module is to give learners a practical opportunity to develop research, legal writing and advocacy skills and introduce them to the relevant ethical principles concerning professional practice. Learners will be given a set of hypothetical facts setting out a legal and ethical dispute. Learners will be required to prepare legal submissions on behalf of their client and orally present their arguments as they would in court. This includes answering any questions that the presiding judge will have and responding to the arguments raised by the other side in their submissions.
2	Law of Tort	10	This module is designed to provide learners with a detailed understanding of the rules and principles relating to the Law of Tort. It focuses on the general principles of tort liability and introduces learners to the concepts, terminology, and policies relevant to the modern Law of Tort. The module also focuses on legal analysis and the application of the Law of Tort to factual scenarios to create persuasive legal arguments.
2	European Union Law	10	This module is designed to equip learners with practical knowledge and understanding of the core principles of European Union law, with particular reference to the role which EU law occupies within the domestic Irish legal system. The module is primarily concerned with the institutional structures of the European Union, and it also examines the key EU policy areas.
2	Law of Real Property	10	This module deals with the law of real property in Ireland and the rights and liabilities arising under it. Learners will be exposed to the common law principles, equitable principles and legislation which rules the various ways property may be held, acquired, and alienated. The various estates, interests and rights which make up ownership will be considered as well as their registration. The use of land as security, rights in or over the land of another will also be considered. This module also discusses succession to the property of deceased persons.
2	Company Law	10	This module is designed to provide the learner with a depth of knowledge and understanding of the fundamental legal principles relevant to the development of commercial life in Ireland where the vast majority of those engaging in the business environment choose to operate, regardless of size, by seeking the benefit of limited liability for the purposes of their business activities, be they for profit or not. The module will deliver,

Stage label	Module title	ECTS	Module synopsis
			examine, and reflect upon the breadth of relevant material from company formation through to winding up and examination through the perspective of on-going reform.
2	Commercial Law	10	This module is designed to provide learners with a rounded understanding of Commercial Law and the leading legal issues influencing the functioning of the commercial environment. Commercial law enables learners to appreciate the plethora of legal issues that impact commercial transactions, including intellectual property, data protection, competition, and insurance related issues. It also facilitates understanding of the obligations imposed upon commercial entities in the context of consumer protection and advertising restrictions. Learners will also be introduced to the use of alternate dispute resolution mechanisms to solve commercial disputes.
Award	Contemporary Issues in Law	10	This module is designed to provide learners with an opportunity to explore and engage with current debates in law in areas beyond the core legal subjects. It will also examine the development and reform of law.
Award	Equity and Trusts	10	This module is designed to give learners a clear understanding of the law relating to trusts and equitable remedies while also providing learners with the skills to critically analyse and apply these legal principles.
Award	Administrative Law	10	This module is designed to provide learners with a firm understanding of the way in which administrative law regulates the organisation, composition, functions, and procedures of public authorities; their impact on the citizen; and the restraints to which they are subject.
Award	Jurisprudence	10	This module examines the main schools of thought in the philosophy of law and the sociology of law.
Award	Family Law	10	This module aims to critically examine the legislative and judicial regulation of the legal relationships within the context of the family as broadly defined.
Award	Law of Evidence	10	This module is designed to equip learners with practical knowledge and understanding of the core principles of the law of evidence, both civil and criminal. The module is broadly concerned with the rules and principles which govern what may be proved in a court of law.
Award	Employment Law	10	The module content involves a comprehensive study of substantive contractual and statutory employment matters in this jurisdiction together with an overview of applicable procedures. The module examines the essence of the employment relationship and the consequent legal principles

Stage label	Module title	ECTS	Module synopsis
			arising from recruitment right through to termination. The module will examine the common law contractual basis of the employment relationship, the influence of EU law and will further go on to examine principal legislative enactments affecting both parties. The regulatory fora relevant to the resolution of disputes will be investigated with emphasis on ongoing reform.
Award	International Law	10	This module is designed to provide learners with an opportunity to be introduced to public international law in its various thematic focuses, to include public international law, international human rights law, and international commercial law.

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 (Zoom sessions) Here you are online at the same time in a Zoom room or digital communication platform as your lecturer.
Hybrid	Where some of the students are online (Zoom sessions) and some are in the class (In class/onsite) 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
Blended	A mix of online and on-site learning with the online components taking place synchronously, asynchronously, or in combination.

Both full-time and part-time learners on this programme are deemed to be in a 'Blended' mode. Full-time/ day learners on this programme have classes fully in-class, in person, on campus, but still have online activities and resources to engage with online through the VLE, Moodle, while part-time/ evening learnings have some classes in-class, in person on campus, but most sessions are Live Online, and they too engage with the activities and resources in Moodle. Classes for both cohorts are recorded for revision purposes, and these recordings are hosted in Moodle.

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, a tutorial, a workshop, or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into the workshop and then finishing with a tutorial approach.

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

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

Should you have any queries, please do not hesitate to contact your Programme Administrator 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.

3.2 Assessment Schedule

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

Stage	Module	ECTS	Assessment
1	Introduction to Legal Research Skills	10	<u>Continuous Assessment 100%</u> Quizzes - One ten question Moodle quiz requiring learners to use online resources to find sources. One ten question quiz requiring learners to generate citations. 20% Essay topic requiring learners to submit a reflective research trail, a summary of relevant case and article and a 1000 word essay. 40% 10 minute group presentation providing response to problem questions. 20% Reflective Journal - Learners respond to prompts over the course of the year requiring them to reflect on progress. 20%
1	IT Skills for Law	10	<u>Continuous Assessment 100%</u> CA1: MS Office Suite plus online meeting tool assessment requiring a 1000 word report, spreadsheet, letter/email, PPT slides and use of online meeting tools. 50% CA2: 2000-word report on interaction of law and technology 20% CA3: Research and Evaluation of Innovation in LawTech 30%
1	Criminal Law	10	<u>Continuous Assessment 40% Proctored in-person exam 60%</u> CA1: MS Office Suite plus online meeting tool assessment requiring a 1000 word report, spreadsheet, letter/email, PPT slides and use of online meeting tools. 50% CA2: 2000-word report on interaction of law and technology. 25% CA3: Learners to design a logo and website. 25% Exam 60%
1	Constitutional Law	10	<u>Continuous Assessment 40% Proctored in-person exam 60%</u> 2,500-word research essay on aspect of constitutional law 40% Final examination: 2-hour exam, answer 3 questions from 6 60%
1	Legal Systems	10	<u>Continuous Assessment 100%</u> 20-minute Group Based Presentation with Q&A demonstrating the result of research into a specified aspect of the legal system. 50% Individual Case Study Analysis, incorporating 2000 words report and 10-minute presentation with Q&A 50%
1	Contract Law	10	<u>Continuous Assessment 40% Proctored in-person exam 60%</u> In class test of short answer questions on elements of formation of contracts. 20% Timed Essay Case Study: 1 hour in class test requiring response to a single problem question. 20% Final examination: 2-hour exam, answer 3 questions from 6. 60%

Stage	Module	ECTS	Assessment
2	Mooting and Professional Practice	10	<u>Continuous Assessment 100%</u> 2-page written mootings submissions. 25% 10-minute oral mootings submissions. 50% 1000 word written reflection on mootings and ethics. 25%
2	Law of Tort	10	<u>Continuous Assessment 40% Proctored in-person exam 60%</u> 2,500-word written submissions in response to a mootings problem question. 40% Final examination: 2-hour exam, answer 3 questions from 6. 60%
2	European Union Law	10	<u>Continuous Assessment 10% Proctored in-person exam 90%</u> One Moodle Quiz (MCQ) on history and institutions; One set of very short problem questions on free movement provisions (600 words). 10% Timed Essay Examination: 1 hour exam requiring response to a single problem question. 30% Final examination: 2-hour exam, answer 3 questions from 6. 60%
2	Law of Real Property	10	<u>Continuous Assessment 25% Proctored in-person exam 75%</u> Research Assignment - 2,500-word assignment requiring analysis of area of property law and application to a scenario. 25%. Final examination: 3-hour exam, answer 4 questions from 8. 75%
2	Company Law	10	<u>Continuous Assessment 25% Proctored in-person exam 75%</u> 2,500-word response to a problem question followed by a 10 minute presentation and QandA. 25% Final examination: 3-hour exam, answer 4 questions from 8. 75%
2	Commercial Law	10	<u>Continuous Assessment 100%</u> Group Based Research Paper and Presentation with Q & A. 50% Individual Case Study Analysis, Presentation with Q & A. 50%
2	Contemporary Issues in Law	10	<u>Continuous Assessment 100%</u> Research Essay 6000-8000 word research essay on topic of learner's choice relating to contemporary issues in Irish or EU law. 90% Q and A 10 minutes to present and answer questions on results of research. 10%
Award	Equity and Trusts	10	<u>Proctored in-person exam 100%</u> Timed Essay Examination: 1 hour exam requiring response to a single problem question. 40% Final examination: 3-hour exam, answer 4 questions from 8. 60%
Award	Administrative Law	10	<u>Continuous Assessment 25% Proctored in-person exam 75%</u> Assignment: 2,500-word essay on a given topic requiring research and the development of an argument. 25% Final examination: 3-hour exam, answer 4 questions from 8. 75%
Award	Jurisprudence	10	<u>Continuous Assessment 25% Proctored in-person exam 75%</u>

Stage	Module	ECTS	Assessment
			2,500-word essay on an aspect of the relationship between law and morality. 25% Final examination: 3-hour exam, answer 4 questions from 8. 75%
Award	Family Law	10	<u>Continuous Assessment 25% Proctored in-person exam 75%</u> 2,500 assignments assessing an aspect of the constitutional protection of the family. 25% Final examination: 3-hour exam, answer 1 mandatory question and 2 others from 5. 75%
Award	Law of Evidence	10	<u>Continuous Assessment 40% Proctored in-person exam 60%</u> Written essay - 2,500-word essay requiring analysis of rule of evidence. 25% Oral assessment - 10-minute presentation of essay conclusion and argument. 15% Final examination: 3-hour exam, answer 1 mandatory question and 2 others from 5. 60%
Award	Employment Law	10	<u>Continuous Assessment 100%</u> 15-minute presentation on aspect(s) of the institutional structure of the employment law system. 50% 3,000-word essay on application of employment law to a problem scenario. 50%
Award	International Law	10	<u>Continuous Assessment 100%</u> Research Essay - 6,000-8,000 word essay on the topic of international law chosen by the learner. 80% Presentation - 10-minute presentation of research conclusions, with QandA. 20%

It is important to note that all final exams must be held on-site, to fulfil the requirements of the Honourable Society of King's Inns.

Assessment Submission

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

- Complete ALL assessment components.
- Submit all assessments on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS Law uses the OSCOLA 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 hand writing 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 [Learner Supports Service](#) 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 8 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/scm.

Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

<https://students.dbs.ie/academicoperations/academic-calendars>

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

All programmes delivered by DBS are delivered within a robust and established quality assurance infrastructure encapsulated by a Quality Assurance Handbook. This is available on the DBS website: <https://students.dbs.ie/registrar-office/qah>.

5.1 Key Assessment Regulations

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

<p>LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3) Students generally only have FOUR (4) opportunities to complete a module successfully If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt Dissertation modules usually only allow TWO (2) opportunities. Students who Exhaust their opportunities will be Withdrawn from their programme</p>	<p>PMCs (QAH B.4.3) Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam. PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting. PMCs are not automatically approved. PMCs require supporting evidence where available.</p>	<div style="background-color: #4a7ebb; color: white; border-radius: 50%; padding: 5px; margin-bottom: 5px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> PMC FORM </div> <div style="background-color: #e67e22; color: white; border-radius: 50%; padding: 5px; margin-bottom: 5px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> LEARNER SUPPORTS </div>
<p>CAPPED MODULE GRADES (QAH 5.5.3) A repeat attempt on a module incurs a capped mark of 40% on the overall module mark. The individual components may achieve the full grade, but for Transcripts and Award Calculations, a repeated module will be counted as achieving 40%. If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.</p>	<div style="background-color: #4a7ebb; color: white; padding: 20px; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="text-align: center;"> <p style="font-size: 1.5em; font-weight: bold; margin: 0;">Quality Assurance Handbook</p> <p style="font-weight: bold; margin: 0;">(2019)</p> </div> </div>	<p>LATE SUBMISSION PENALTY (QAH B.5.4) Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline. Submissions will not be graded if these are received more than 2 weeks after the original deadline.</p>
<p>ACADEMIC INTEGRITY (QAH B.3.3) Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified. Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college. The Library has classes and support guides on Academic Referencing, Urkund, etc.</p>	<p>APPEALS (QAH B.3.5) Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results. Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal. Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal. Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.</p>	<div style="background-color: #4a7ebb; color: white; border-radius: 50%; padding: 5px; margin-bottom: 5px; width: 60px; height: 20px; display: flex; align-items: center; justify-content: center;"> ASSESSMENT EXTENSION REQUEST FORM </div> <div style="background-color: #4a7ebb; color: white; border-radius: 50%; padding: 5px; margin-bottom: 5px; width: 100px; height: 20px; display: flex; align-items: center; justify-content: center;"> LIBRARY SUPPORT - REFERENCING </div> <div style="background-color: #4a7ebb; color: white; border-radius: 50%; padding: 5px; margin-bottom: 5px; width: 100px; height: 20px; display: flex; align-items: center; justify-content: center;"> APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS </div>

Section 6 Supporting Student Success

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

6.1 The Learner Charter

The [DBS Learner Charter](#), 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

The Bachelor in Laws (Hons) programme runs in two modes, day-time, or evening (often referred to as Full Time and Part Time, however they each run for three years, so evening students are taking a full time equivalent in the evenings rather than being traditionally 'Part Time'). The College's offerings of student activities, offices and events are equally available for both day-time and evening learners, and we encourage all learners to engage with these, where they have the capacity to do so.

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. 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

The College's offerings of student support and activities are equally available for both day-time and evening learners. Learners in the evening mode, who are undertaking the equivalent of a full time course in the evenings, often on top of full time jobs, are especially encouraged to be familiar with the support available, given the intensity of any programme of study, and the additional pressure of study combined with work commitments.

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!