



iCharleston

Programme Handbook

2021/2022

Welcome / Céad Mile Fáilte

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 50 countries participate in a bustling and thriving student life.

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

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

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

Good luck on your journey!

Kerry

Dr Kerry McCall Magan

Head of Academic Programmes



A New Home and a Sense of Community

I hope you will feel at home here in Dublin and that you will feel the warmth and friendliness of the Irish people. I also hope that your experience at the DBS Study Abroad Department will contribute to your academic, personal, and professional development.

Dublin Business School is Ireland's largest private third level institution with more than 9,000 registered students in a diverse range of Business, Law and Arts courses at undergraduate and post-graduate level. DBS Study Abroad students are registered as DBS students and have full access to all the facilities and services of DBS including library, IT, cafeteria, and student services.

We, as a team, believe that your academic pursuits will contribute to us becoming a better institution through the active involvement of faculty, staff, students, employers, and alumni in the life of the college. DBS encourages you to collaborate with faculty and staff on research, creative and academic projects, and to share the results of your work with a wider community of scholars.

This handbook will give you all the academic information you require for your course here in the Dublin Business School. If there is anything you would like us to clarify, please let us know.

Finally, on behalf of our Study Abroad management team at DBS, all the teaching staff and myself, we all wish you an excellent and rewarding time with us.

Michael Kielty

Michael Kielty

Head of Department – Arts,
Languages & Study Abroad
michael.kielty@dbs.ie



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Section 1 Programme Details

The *iCharleston* programme operates in collaboration with the [Foundation for International Education \(FIE\)](#) to foster an environment of global citizenship and connect participants academically and socially to Dublin's unique culture.

You, as participants, will take courses at the Dublin Business School (DBS), an institution renowned for its student-centred approach to teaching and academic innovation. You will live in FIE apartment residences just a 20-minute walk from campus. Along with your core studies, you will connect with Dublin's diverse community, history, and wealth of cultural offerings through *iCharleston*-sponsored activities and through their own initiative and interest.

Each *iCharleston* participant will take classes at Dublin Business School (DBS) in partnership with the [Foundation for International Education \(FIE\)](#) earning a total of 17 US credits providing that a grade of "C" or higher is received in all courses. These credits will be recorded on your School of Record transcript. The school of Record for the *iCharleston* programme is *Marist College, NY*. Transcripts will be provided to participants in January 2022.

As *iCharleston* participants, you will take a *Passport to CoC* course to help you prepare for, gain from, and reflect upon your term abroad as a profound global experience. By actively engaging, you will gain a deeper understanding and appreciation of the local language, history, and culture.

You will also take a unique FIE course for one US Credit - titled *First Year Forward*. This programme will chart and chronicle your pathway in your freshman year through volunteering, reflection, and convocation. In addition, it will be fun and interesting – we can guarantee that.

iCharleston participants will take a variety of courses abroad depending on which the part of College of Charleston into which you have been admitted. Courses will count in a variety of different ways, depending on the participant's intended major. Types of course credit that will transfer to the [College of Charleston](#) include major credit, core credit, and elective credit.

Sustainability

DBS and the programme team are committed to the sustainability of our society and as part of the European Union. In this programme you will be required to consider the sustainability goals, supports, and policies, initiatives of government agencies, of DBS and of enterprises as well as individual citizens as both citizens and consumers. We will be asking you to consider the seventeen United Nations sustainable development goals, as they relate both to the disciplines but also to enterprises and organisations you will study. We hope your research with us will help us to uncover new examples, methods and programmes that will help all of us to understand and build awareness of sustainable developments.

In class you will be presented with international examples that will bring to light the many positive examples of industries and companies who have applied these goals in a meaningful and sometimes creative way.

The DBS Sustainability Society is a club in DBS that we encourage you to join to meet like-minded students and to hear our guest speakers represent the wonderful work being done in Ireland. The Film Society will also host sustainable development-themed screenings to add a social and consciousness-raising dimension outside of the classroom.



The DBS Sustainability Society will be visiting your class in Week 1 to invite you into their club.



THE United Nations Sustainable Development Goals

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 the Head of Department 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:

- **Your Programme Coordinator**

The Programme Coordinator is Indrani Chakravarty who will provide administrative support to the *iCharleston* programme and ensure you are provided with full details of your programme of study. Indrani is the first point of contact for you on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect your learning and for documentation you may need, or DBS may need as part of your study-time here.



- **Study Abroad Experience Officer**

Iris Pebreo is the Study Abroad Experience Officer. Iris is an important person for your programme and will be meeting you Day 1 and organising co-curricular and social activities to complement the academic part of your programme. Iris is also someone you can talk to if you have any social, emotional or homesick issue. Iris likes cups of coffee with students and is always happy to listen.



- **Head of Department – Arts, Languages & Study Abroad**

The **Head of Department** is Michael Kielty is from Dublin and has over 25 years of experience working with students from Ireland, Europe, USA and everywhere! He is responsibility for ensuring academic quality and standards for programmes (particularly in the areas of teaching, learning and assessment). He is the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. He works to ensure programmes contain high quality teaching and learning and he is committed to enabling strong academic outcomes.



- ***iCharleston* – Site Director**

Isabella Agostino is an instructor and the *iCharleston* Site Director. Isabella's role is to support your transition into the new living and learning environment during the fall semester. This is achieved through social programming, a weekly academic support class called *Passport to CofC*, and scheduled individual and group meetings.



1.2 Main Points of Contact for the programme:

It is important that you know whom to contact in the first instance

Query	Please Contact
Questions about your second semester in the College of Charleston	Isabella Agostino (Site Director)
Programme Queries – Dublin	Michael Kielty michael.kielty@dbs.ie
Modules/Course/Assessment Queries	Your lecturer
Accommodation	FIE, Binary Hub
Sports, clubs and societies	DBS Student Experience Department, 4 th Floor Castle House
Counselling requirements	Telephone: + 353 1 679 8171 (24 Hours)
Attendance	indrani.chakravarty@dbs.ie

1.3 Teaching Team:

Teaching and learning strategies are intended to facilitate you taking ownership of, and responsibility for, your own learning in partnership with the academic faculty. Strategies are based on a combination of structured tuition, student centred learning, and methods used will include:

- lectures,
- workshops,
- assignments,
- study-tours,
- co-curricular activities,
- case studies
- group work and
- discussions.

You will be actively encouraged and assisted to manage their own studies outside of lectures. This will be facilitated by teaching styles and methods adopted and by placing greater emphasis on

practically focused assessment. Special consideration is given to your learning needs and involves pace of delivery, access to consolidated learning on Moodle (Virtual Learning Environment) and the effective use of the library and the faculty support as a resource.

Meet Your Lecturers



Event Operations
Brenda Muldowney



War & Peace
Dr. Mícheál Ó
Fathartaigh



College Writing
Dr Andrew Browne



Drama & Theatre
Dr Paul Hollywood



Art & Architecture
Una Pittion



College Writing
Damien Lennon



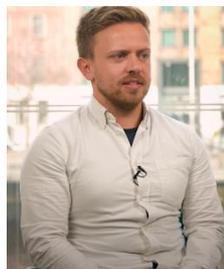
Irish Culture
Donal Casey



Sociology
Anna Wolniak



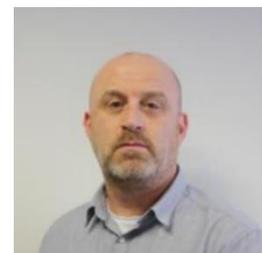
Passport to CoC
Isabella Agostino



Psychology
Kevin Lynch



Literature
Dr Michael Kane



Film
Dr Barnaby Taylor

List of Lecturers

Module Code	Course (Module)	Lecturer
A6PS100	Psychological Foundations (online)	<i>Kevin Lynch</i>
A6AR033	Passport to CofC	<i>Isabella Agostino</i>
A6AR039	Irish Life and Cultures	<i>Donal Casey</i>
A0FD001	College Writing	<i>Andrew Browne & Damien Lennon</i>
A6GA102	War and Peace in the 20th Century 1	<i>Mícheál Ó Fathartaigh</i>
A6GA103	Drama & Theatre: Page and Stage	<i>Paul Hollywood</i>
A6JL101	The Moving Image	<i>Barnaby Taylor</i>
A6SC012	Sociological Imagination	<i>Anna Wolniak</i>
B6MK107	Event Planning and Operations	<i>Brenda Muldowney</i>
A6GA113	Art & Architecture of Ireland	<i>Una Pittion</i>
A6GA101	Literature in the Modern World	<i>Michael Kane</i>

Contacting you lecturer

Your lecturer will outline their office appointment hours to you on their Moodle page. You can send an email to them by using the following format: firstname.familyname@dbs.ie .

Section 2 Your Learning Goals

2.1 What our shared learning goals?

A key feature of the *iCharleston* programme in Ireland is to foster interest in the chosen disciplines as the discipline is observed and studied in action. This is accomplished through the workshop elements of the learning sessions and is linked to assessment of the course as a whole. Thus, at the end of this part of the programme you will be able to:

- Complete some qualitative and quantitative undergraduate minor research
- Present information confidently, coherently and effectively
- Appreciate the value academic entrepreneurship in undergraduate education
- Explore and apply key concepts and research skills in their chosen discipline
- Comprehend problem-based learning challenges
- Work effectively in a small project team

2.2 Where and how will you learn?

The *iCharleston* Programme utilises a varied learning environment where groups, pairs and individual students can interact and feel part of an academic and social relationship. This includes classrooms and lecture halls, libraries, common rooms and common areas, IT labs, language labs, ancillary services such as reception and administration as well as on structured co-curricular excursions and activities. You and the teachers are part of a learner's learning environment. In particular your life experience of is paramount with the provision of pastoral and tutorial support services with an open-door policy. As Freshmen (or First Year college students), the *iCharleston* Programme has been designed to provide you with the best possible assimilation into the learning environments through the teaching of discipline-specific subjects with a number of different components or learning sessions. These are:

1. Lectures
2. Seminars
3. Writing Labs
4. Practical Workshops
5. Guest Speakers
6. Co-Curricular Activities
7. Study Tours
8. Pre-Sessional classes

Please see each separate Module Guide on Moodle for more detailed information on module or course assessment, grading and submission details.

2.3 Programme Structure

The programme's architecture is designed to meet your needs as US learners from the College of Charleston. The programme consists of three mandatory courses (or modules) and three electives to be chosen. They are:

Course	Mandatory (M) Elective (E)	US Credits*
Psychological Foundations (online)	E	3
Passport to CofC	M	1
Irish Life and Cultures	M	3
College Writing	M	3
War and Peace in the 20th Century 1	E	3
Drama & Theatre: Page and Stage	E	3
The Moving Image	E	3
Sociological Imagination	E	3
Event Planning and Operations	E	3
Art & Architecture of Ireland	E	3
Literature in the Modern World	E	3

Section 3 Rules & Regulations

3.1 Why Attendance is important?

Students with the highest attendance receive the highest grades. You are required to commit to full attendance at all courses, modules, and related activities. Regular and punctual attendance is essential to successful academic achievement. You are responsible for managing your time to ensure satisfactory attendance is achieved.

3.2 Why Attendance is monitored?

Firstly, we want to make sure you are not hindering your academic progress. We encourage high attendance levels by investing substantial time and resources in tracking and following up on poor attendance. Attendance records are kept for all classes. It is your responsibility to comply with attendance monitoring processes and procedures, including electronic or paper-based systems.

Secondly, it is a legal requirement. There are strict regulations regarding the class attendance of non-EU learners. These regulations have been set by the Department of Justice and Equality and are enforced by the Irish Naturalisation and Immigration Service (INIS). In keeping with official regulations, DBS enforces a strict attendance policy for Visa holding learners from the USA.

All international learners are required to attend classes to the levels specified by the Department of Justice and Equality and monitored by INIS. Full details of requirements can be obtained from INIS or through contacting the DBS International Office in Student Services. In addition, the following rules apply:

3.3 Illness:

First and Second Day of

If you are ill, you must notify indrani.chakravarty@dbs.ie on the very first day and on the second day. You must also copy your **Site Director**. It is polite to also notify your lecturer.

Third or subsequent days of illness

If you are ill for more than two days, you are required to submit a medical certificate from a qualified registered medical practitioner. This will be taken into account when calculating their attendance rate. The medical certificate must be provided within 5 working days of the period of absence. Failure to do so may have implications for your status with INIS. You are also required to attend meetings arranged by the college to investigate poor attendance records

Religious Observation:

Students can apply to the Head of Department – Michael Kielty michael.kielty@dbs.ie to be excused from class for designated observation of religious holidays. This must be done in advance in writing and by email.

Please Note: Religious observation is defined by days recognised in the Republic of Ireland as designated days of faith by statute.

Compulsory Attendance – Study Tours & Cocurricular Activities

Attendance on co-curricular and study tour events is also compulsory. This is because your learning is linked directly to the curated experience of your lecturer. It is a group activity, shared and meaningful to you as part of that academic community. A penalty of minus 10% per event missed applies to the course *Irish Life & Cultures*.

Falsifying Attendance Records

Any attempts to falsify attendance records including, but not restricted to scanning cards of fellow learners, or requesting a fellow learner to scan your card when absent, is considered a disciplinary offence and will be referred to the Disciplinary Committee where penalties up to an including dismissal from the College may be applied.

Queries about your attendance records

It is your responsibility to ensure accurate and honest recording of your attendance. Attendance is recorded on Moodle for you to view your record. You should check this record, ideally on a daily basis, and any discrepancies should be brought to the attention of indrani.chakravarty@dbs.ie

3.4 Punctuality & Behaviour

Learners are required to arrive for classes punctually and remain present for the duration of the class. Learners are required to actively participate in the class and follow the reasonable instruction of their lecturer.

Section 4 Assessment

3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module or course. 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:

- Responses
- Media Artefacts
- Essays
- Blogs
- Reports
- Presentations
- In-class Tests
- Photo-Essays

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 assessment. 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 Guide).

The assessment schedule is published on Moodle. This 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. 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 end of year exams.

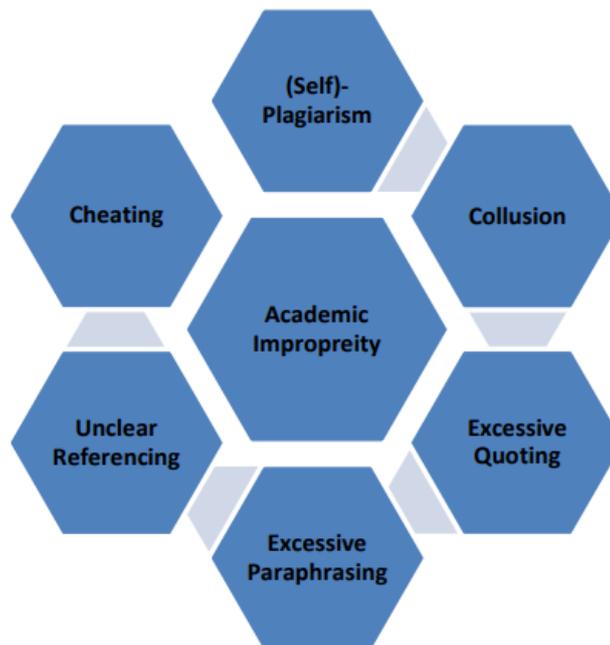
Your goal is to achieve the highest mark possible in your assessment.

- Complete ALL assessment components.
- Submit all assessment 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.
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always complete the required number of questions in an exam.
- Practice writing out answers for end-of-term exams by doing previous papers, in particular handwriting answers to ensure that your writing is legible.

- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the Disability Officer well in advance of any assessment or exam dates.

3.2 Academic Impropriety:

Academic Impropriety' includes cheating, plagiarism, forgery, collusion or any attempt, whether successful or otherwise, to gain an unfair advantage in the examination or assessment process. Learners are advised that DBS takes cases of Academic Impropriety very seriously and will apply penalties up to and including expulsion from the College with no right to return, nor to a monetary refund. This policy applies to all programmes offered by DBS and the illustration below shows the types of activities you should not engage in.



DBS encourages communities of learning, the creation of learning partnerships, and authorised collaboration in assessment. However, all assessment tasks are to be entirely the work of the individual submitting it unless stated otherwise. Any assessments found to contain work the same as, or similar to, that of another learner, past or present, will be considered to be the product of cheating or collusion, and therefore of Academic Impropriety, and penalties for Academic Impropriety will be applied as appropriate.

DBS believes there is no justification for impropriety and claims of stress, financial pressure, ill health, or other such instances will not be accepted as justification for Academic Impropriety. Equally, lack of knowledge is not considered a suitable defence. Any learner who believes they are subject to pressure that is impacting their studies and their ability to satisfy assessment requirements is advised to consult

Student Services, the Head of Department or module lecturer and request appropriate supports or information on the options available to them.

Academic Impropriety is broadly defined as the intention to secure an unfair advantage through dishonest academic practice in the assessment process. Examples are given below, but this list is not exhaustive, and where any case of alleged or suspected dishonest practice to gain unfair advantage is brought to the College's attention, the procedure for Academic Impropriety will apply. For further information please refer to the [DBS Quality Assurance Handbook](#) for further information.

Please note that DBS uses text comparison software. *Urkund* text-matching software and all assessments submitted directly through Moodle are automatically submitted via Urkund and a report generated regarding similarities with other texts. Please note, DBS may change from Urkund to another equivalent software and in that event, this policy will apply in full.

3.3 Late Assignment & Extensions:

Any CA (Continuous Assessment) must be submitted through Moodle by the specified submission deadline, unless an IT issue has precluded this. Any IT issue must be documented and notified to the Programme Coordinator in advance of the submission date.

A penalty of two marks per day will be applied per day or part thereof for an ongoing failure to submit beyond the submission deadline. For the purposes of these penalties, a day is defined as any day of the week, including weekends and public holidays when the College may be closed. An examiner has the right to refuse to mark the assessment if the submission instructions have not been observed.

- Where a late assessment, submitted within 14 days of the deadline, is of a passing standard (i.e., would achieve more than 40% in the normal scheme of things), 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 an assessment is undertaken in a group, the piece of work should be submitted in its entirety, and any penalty for late submission incurred applies to all group members. Any learner who becomes aware that a group deadline will not be achieved through a lack of participation of another group member, should make this clearly known to the examiner in advance of the deadline.

Standard exclusions of agreed extensions or personal mitigating circumstances as recognised by the College will apply where these have been agreed in line with the appropriate policy and supported by the necessary independent evidence as applicable. This supporting evidence must be provided to the applicable Programme Coordinator in a timely fashion and include all appropriate documentation the learner wishes to have taken into account.

3.4 Examination Format:

Examinations are two hours in duration. You must arrive 15 minutes before the examination begins. Because of COVID-19 exams take place online and will be proctored by a proctoring platform, Mercer Mettl. You will receive email notification of the times, dates, and duration of examinations in Week 7. In general, you are required to complete both compulsory and optional tasks in the examination. It is important that you read the instructions carefully and answer each question required. Details of the examination formats will be communicated to you by your lecturer in class and you will have access to past examination papers for reference. Please note the Academic Impropriety regulations (see *Section 1.8* apply to both examinations and continuous assessments).

3.5 Reassessment

You will have an opportunity to repeat assignments/examinations three more times, if you fail a module. Reassessment dates are notified to you by the Exams Office.

3.6 Group Work:

Where two or more learners present a joint assignment, then each learner in the group is required to submit and retain a copy of the entire assignment. Each member of the group will receive an individual grade for a group assignment. Where an assessment is undertaken in a group, the piece of work should be submitted in its entirety, and any penalty for late submission incurred applies to all group members. Any learner who becomes aware that a group deadline will not be achieved through a lack of participation of another group member, should make this clearly known to the examiner in advance of the deadline.

Where possible, continuous assessments are submitted through the online portal Moodle. The following steps are completed in order to submit online.

1. Learners complete a cover sheet which is added to the front of the assessment.
2. The learner then continues to the assignment submission area of the individual module page.
3. The learner uploads the file which contains their assignment.
4. Once the file has been uploaded the learner clicks the 'send for marking' button.
5. A message appears which states the following: *'By clicking on this button I am aware of the DBS policy regarding cheating, plagiarism and all other forms of academic impropriety. The coursework submitted is my own or my group's work and all other sources consulted have been appropriately acknowledged. I am aware that in the case of doubt, an investigation will be held.'*
6. When the learner agrees to the above, there is a final option to submit the assignment they have uploaded. In advance of the final upload learners are advised to view the Urkund report that has been generated.
7. The learner will then see that their assignment has been submitted with the date and time displaying at the top of the page.

Groups / Student must submit:

- The final group report as specified below as an appendix to the main report. This is not included in the word count.
- A SINGLE word document incorporating:
- Minute notes of group meetings.
- A note from each individual group member specifying the precise nature of their contribution to the final product, and estimating the time involved. This will represent the agreed group position.
- The right is reserved to vary the grade awarded to individual group members should circumstances warrant.

Marks Awarded:

For each submission a group mark is awarded based on the marking criteria. An individual contribution mark is also awarded based on the extent and quality of their contribution.

3.7 Module Documentation:

For each of the six modules you will find further information on the learning outcomes, topics each week, the required readings, guest speakers, learning resources and assessment activities. In addition to this the module guide will outline online and on-campus supports available to you throughout your study in DBS.

3.8 Grading Criteria

Appendix 1 contains the main grading criteria used to grade your academic work. Please refer to the specific module guide to understand how your grades are earned.

3.9 Grade Conversion Chart

This chart demonstrates how your grade in Ireland will be calculated in your home institution.

DUBLIN BUSINESS SCHOOL		
Conversion Chart		
Irish Grading System - US GPA		
% MARK	US Grade	IRISH Grade
20	F	F
21	F	F
22	F	F
23	F	F
24	F	F
25	F	F
26	F	F
27	F	F
28	F	F
29	F	F
30	D-	F
31	D-	F
32	D-	F
33	D	F
34	D	F
35	D	D
36	D	D
37	D+	D
38	D+	D
39	D+	D
40	C-	C
41	C-	C
42	C-	C
43	C	C
44	C	C
45	C	C
46	C	C
47	C+	C
48	C+	C
49	C+	C
50	B-	C+
51	B-	C+
52	B-	C+
53	B-	C+
54	B-	C+
55	B	B-
56	B	B-
57	B	B-
58	B	B-
59	B	B-
60	B+	B
61	B+	B
62	B+	B
63	B+	B
64	B+	B
65	A -	B
66	A -	B
67	A -	B
68	A -	B
69	A -	B
70	A	B+
71	A	B+
72	A	B+
73	A	B+
74	A	B+
75	A	B+
76	A	B+
77	A	B+
78	A	B+
79	A	B+
80 - 100	A+	A

This grade conversion scale is a guideline from
World Education Services (<http://www.wes.org/gradeconversionguide/index.asp>)

Section 4 Academic Calendar & Schedules

This is the academic calendar. It shows the term dates, as well as reading weeks.

Week Commencing	Week No.	Notes
13th September 2021	Week 0	Pre-Teaching
20th September 2021	Week 1	
27th September 2021	Week 2	Irish Freshmen begin
4th October 2021	Week 3	
11th October 2021	Week 4	
25th October 2021	Reading Week	No classes
1st November 2021	Week 5	
8th November 2021	Week 6	
15th November 2021	Week 7	
22nd November 2021	Week 8	
29th November 2021	Week 9	
6th December 2021	Week 10	
13th December 2021	Week 11	Assessment & Online Week
20th December 2021		Results released

TIMETABLES

Charleston – September 13th to September 17th

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.00				Art & Architecture of Ireland	Irish Life and Cultures
10.00-11.00			Literature in the Modern World	Art & Architecture of Ireland	Irish Life and Cultures
11.00-12.00		Writing for College A & B	Literature in the Modern World	Writing for College A	
12.00-13.00		Writing for College A & B			
13.00-14.00	Drama and Theatre	Passport to CofC	Writing for College B		
14.00-15.00	War and Peace in the 20th Century	Drama and Theatre	Literature in the Modern World		Co-Curricular National Museum
15.00-16.00	War and Peace in the 20th Century			War and Peace in the 20 th Century	Co-Curricular National Museum
16.00-17.00	Writing for College			Irish Life and Cultures	

iCharleston – September 20th to September 24th

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.00		Event Planning and Operations		Art & Architecture of Ireland	West of Ireland Study Tour
10.00-11.00		Event Planning and Operations	Literature in the Modern World	Art & Architecture of Ireland	
11.00-12.00		Writing for College A & B	Literature in the Modern World	Writing for College A	
12.00-13.00		Writing for College A & B			
13.00-14.00	Drama and Theatre	Passport to CofC	Writing for College B		
14.00-15.00	War and Peace in the 20th Century	Drama and Theatre	Literature in the Modern World		
15.00-16.00	War and Peace in the 20 th Century			War and Peace in the 20 th Century	
16.00-17.00	Writing for College			Irish Life and Cultures	

iCharleston – September 27th to October 1st

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.00	Psychological Foundations (Online)	Event Planning and Operations		Art & Architecture of Ireland	Irish Life and Cultures
10.00-11.00	Psychological Foundations (Online)	Event Planning and Operations	Literature in the Modern World	Art & Architecture of Ireland	Irish Life and Cultures
11.00-12.00		Writing for College A & B	Literature in the Modern World	Writing for College B	
12.00-13.00		Writing for College A & B			Event Planning and Operations
13.00-14.00	Drama and Theatre	Passport to CofC	Writing for College B		
14.00-15.00	War and Peace in the 20th Century	Drama and Theatre	Literature in the Modern World	The Moving Image	The Moving Image
15.00-16.00	War and Peace in the 20th Century	Psychological Foundations (Online)	The Moving Image	War and Peace in the 20 th Century	
16.00-17.00		Psychological Foundations (Online)	Irish Life and Cultures	Irish Life and Cultures	

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>.

Section 6 Supports

Student supports

Student Engagement & Success Unit (SESU):

SESU hopes to ensure effective transition by supporting you in progressing to the appropriate course, settling into college life & succeeding as higher education learners. Initiatives to enhance transition include a number of talks including transition to third level education, health, wellbeing & resilience, nutrition and living in Dublin.

SESU also operate the [Student Success Toolbox](#). The aim of the Student Success Toolbox is to support transitions from thinking about study to the first weeks to increase retention and completion rates particularly for flexible learners.

The Student Success Toolbox project is supported by the *National Forum for Teaching and Learning Building Digital Capacity* fund.



First 100 Days at DBS
Tips to succeed in first year

- Follow us! (Facebook, Instagram icons)
- Start day 1
- Get organised (calendar icon)
- Make friends (people icon)
- Attend every class
- Manage time wisely (calendar icon)
- Sign up for clubs/societies
- Check DBS email regularly (envelope icon)
- Check assignment deadlines (calendar icon)
- My first assignment workshop (laptop icon)
- Ask for help (speech bubble icon)
- Check out SESU workshops

First 100 Days at DBS
Top tips to belonging in DBS

- Academically:**
 - Talk to your lecturers
 - Meet the first year librarian
 - Talk to the level manager
 - Meet the learner support coordinator
 - Use the student toolkit
 - Attend SESU workshops
 - Review student dashboard
- Personally:**
 - Attend orientation events
 - Make friends
 - Join up to clubs/socs
 - Meet the SU
 - Sign up for the freshers events
 - Meet your peer mentor
- Emotionally:**
 - Meet the welfare officer
 - Meet the SESU team
 - Attend welfare workshops
 - Sign up for self care workshop
 - Talk to your peer mentor
 - Attend tea & talks

SESU - STUDENT SUCCESS STARTS HERE

First 100 Days:

Your first 100 days are critical to adapting and thriving in college. Our support team has developed an award-winning range of exciting experiences and interactive initiatives for students to enjoy early on in the academic year. This extensive twelve-week onboarding period is not only filled with important information as a new student, but students can also expect fun meet-up events and outdoor activities which offer opportunities to socialise, interact and explore in a safe way.

This allows you to enjoy meet-ups in person safely as well as having interactive online events that will allow you to become integrated into our college environment in a safe and purposeful way.

Throughout this period, you not only become orientated with our college environment, but you will also meet lots of new students too. You will get a chance to meet our various support teams such as the Student Experience Team, your Students' Union, SESU Team, Lecturers, Library staff, and our Careers Hub who all support students in developing the skills they need to succeed with their college journey. Here are the planned events for your first 100 Days in DBS.

Themed Weeks - Schedule for 2021/22

Week Number	Date	Themed Week
Onboarding begins	13 September 2021	Reg & Introduction Week
Week 1	20 September 2021	Orientation Week
Week 2	27 September 2021	Fresher's Week
Week 3	04 October 2021	Student Awareness Week
Week 4	11 October 2021	Learner Resource Week
Week 5	18 October 2021	International & Culture Week
Reading Week	25 October 2021	Reading Week
Week 6	1 November 2021	Student Wellbeing Week
Week 7	08 November 2021	DBS Finance & Tech Week
Week 8	15 November 2021	Social Care / Social Science Week
Week 9	22 November 2021	DBS Law Week
Week 10	29 November 2021	DBS Research Week
Week 11	06 December 2021	Christmas Week
Week 12	13 December 2021	-
Christmas Break	20 December 2021	Christmas Break

SESU Support Workshops

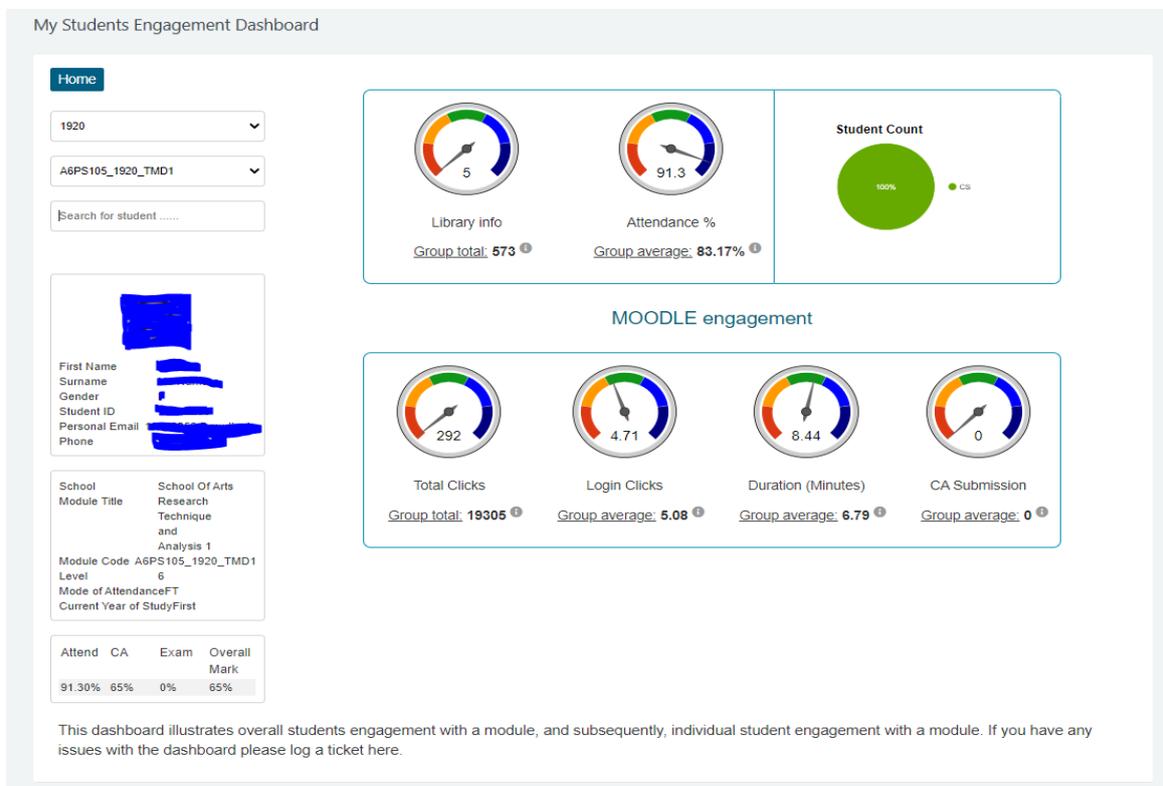
SESU welcome you to any of the following support sessions:

- SESU Academic Writing Resources
- SESU Numerical Skills
- SESU Digital IT Skills

My Student Engagement Dashboard

SESU has developed an Early Alert Student Success report which comprises a variety of metrics, such as Moodle engagement, Library loans, CA submission, and class attendance, which are used to track student engagement. Many of these metrics subsequently 'push' into an engagement dashboard available to both staff and students at a programme and modular level via Moodle. As well as showing students their own engagement metrics, the student has also had the option to show the average metrics for their programme.

My Student Engagement Dashboard



Learner Supports Service

The purpose of the Learner Supports Service is to ensure that programmes and facilities are accessible to students with a disability or a specific learning difficulty. The Learner Supports Service aims to provide support for students with disabilities and to assist in their achievement of educational goals. Students with physical or learning difficulties, ongoing illnesses, short term illness or injury should register with the Learner Supports Service to ensure they receive the appropriate assistance during their studies. Students with disabilities or specific learning difficulties may be entitled to avail of a range of reasonable accommodations and supports including:

- Spelling and grammar waiver
- Extra time in exams
- Own room for exams
- Use of a Reader in exams
- Use of a human scribe in exams
- Use of a laptop in exams
- Extended Library loans
- One-to-one session with the Teaching Librarian
- Academic writing support
- Counselling

Registering with the Learner Supports Service

We encourage students with disabilities and specific learning difficulties to register with the Learner Supports Office as early as possible in order to avail of supports and accommodations. We recommend that:

- Students should contact the Learner Supports Service to make an appointment to discuss their requirements.
- Students must produce a professional assessment of their disability. The Learner Supports Coordinator will put in place the required accommodations.
- The Learner Supports Coordinator will maintain strict confidentiality unless permitted to disclose information to faculty.
- Students may liaise with the Learner Supports Coordinator throughout their time in DBS.

All students who register with the Learner 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. Please note that students at private colleges are not entitled to apply to the Fund for Students with Disabilities which is administered by the Higher Education Authority (HEA) to cover the cost of expensive accommodations, such as classroom assistants, sign language interpreters, assistive technologies, etc. Dublin Business School will endeavour to meet the needs of students within these constraints.

Appendix 1: Grading Criteria

Study Abroad Programmes		Programme	Module Code & Name
		iCharleston	Various
Generic Learning Descriptors Assessed			
Including: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses, analyses, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates			
%	Quality	Description of Criteria for Reference Lexicon	
90-100	SUPREME	The responses to the required rubric are profound and systematic. Brilliant exposition of the subject matter while, demonstrating mastery that has some unique, rare, and original aspects. Exemplary organisation and presentation free from error.	
80-89	EXCEPTIONAL	Answers display a sophisticated, command of the subject matter that is sometimes, insightful and astute. Some innovative exemplifications are, perceptive and some responses are penetrating and focused. Evidence of research throughout with connectivity between other concepts/disciplines apparent without tautology.	
70-79	EXCELLENT	Responses show flair in responding to the question with refined, pointed, and lucid points of view supported. Answers are succinct and distinctive and comprehensive with significant references to outside reading and scholarly study. Presentation is almost flawless with only insignificant errors.	
60-69	VERY GOOD	Very thoughtful, considered and accomplished responses are enhanced by logical presentation throughout with very minor omissions and the occasional unsupported statement or fact. The writing is convincing and developed and arguments are supported well with examples.	
50-59	GOOD	Quite satisfactory coverage showing a good grasp of ideas, concepts and theories through accurate definitions and explanations often with good examples. Evidence of some if limited independent thought consistent with the subject matter. Presentation is effective through introductions and conclusions with inbuilt complete, logic. Ideas maybe conventional but clear and appropriate, coherent. Some cautious responses may indicate a dearth of reading around the topics but nonetheless do not impinge on the depth and impact of the concepts and ideas expressed.	
40-49	ACCEPTABLE	The writing/response is tentative with hesitant statements sometimes unsupported. Conclusions are often inconsistent with the thrust of the response and usually lack exemplification and are not extended or expanded on fully. Presentation is through often poorly connected paragraphs with errors and omissions. Basic knowledge presented while often relevant would benefit from better organisation.	
35-39	INSUFFICIENT	The writing and ideas presented are derivative and superficial and although somewhat, sufficient in a breadth they are presented, unimaginatively with some inaccurate facts or unsupported statements. Arguments are unresolved and ideas presented often indistinct and imprecise. Little or no research apparent within an often-unstructured response.	
25-34	POOR	The response is partial and unsupported by examples or outside references; the argument/point of view is unclear and/or inappropriate. The question may be misconstrued with unconsidered statements of fact, basic knowledge and it may purposely vague.	
15-24	UNACCEPTABLE	This answer/writing is incomplete, deficient in depth and/or breath. The unstructured responses often display tangents into generalities and repetition of an idea or point. Very poor presentation throughout with a lack of paragraphing or coherent structure	
10-14	IRRELEVANT	Use of repetition and/or material not relevant to the rubric	
0-9	MINIMAL	Rewriting of question, unintelligible writing, inappropriate commentary, not addressing question in any way	

Blog Grading Criteria

Components	Points Scale			
	3	2	1	0
On Time	Post is completed on time			Post is late.
Content	Post is on topic and relevant. Posts includes at least one link to website/image/video/etc.	Post is on topic and relevant. Post does not include another link.	Post rambles off topic. Post does not include another link.	Post is incomplete or irrelevant.
Quality	Expresses 2 academic insights and reflections in your own words.	Expresses 1 academic insight or reflection in your own words	Summarizes information but does not express reflections or contain academic insights.	Post is incomplete or irrelevant.
Mechanics	Effective use of spelling, grammar, & punctuation Uses a semi-formal tone. Reference throughout	Contains some errors in spelling, grammar & punctuation. Uses a semi-formal tone. Not fully referenced	Frequent errors in spelling, grammar & punctuation. Uses a semi-formal tone. Poor referencing attempt.	Excessive use of jargon, text-speak, or slang. Tone is too informal for class.

Marking Criteria Essays/Reports: Continuous Assessment

Quality of argument (20%)

	4	3	2	1	
The argument fully addresses the question					The argument fails to address the question
Logically developed argument					Writing rambles and lacks logical continuity
Writing well-structured through introduction, body and conclusion					Writing poorly structured, lacking introduction, cohesive paragraphing and/or conclusion
Material relevant to topic					Much material is not relevant
Topic dealt with in depth					Superficial treatment of topic

Quality of evidence (20%)

	4	3	2	1	
Argument well supported by evidence and examples					Inadequate supporting evidence or examples
Accurate presentation of evidence and examples					Much evidence incomplete or questionable
Effective use of figures and tables					Figures and tables little used or not used when needed
Illustrations effectively presented and correctly cited					Illustrations poorly presented or incorrectly cited

Written expression and presentation (20%)

	4	3	2	1	
Fluent and succinct piece of writing					Clumsily written, verbose, repetitive
Grammatical sentences					Many ungrammatical sentences

Correct punctuation						Much incorrect punctuation
Correct spelling throughout						Much incorrect spelling
Legible, well set out work						Untidy and difficult to read
Reasonable length						Over/under length

Referencing (20%)

	4	3	2	1	
Adequate number of references					Inadequate number of references
Adequate acknowledgement of sources					Inadequate acknowledgement of sources
Correct and consistent in-text referencing style					Incorrect and inconsistent in-text referencing style
Reference list correctly presented					Errors and inconsistencies in reference list

Demonstrated level of individual scholarship (20%)

	20	15	10	5	
High					Low

Total: _____

Presentation Marking Criteria

MARKED OUT OF 100

Group Name and Class:

The Brief:

TEAM -	SCORING	Max Points 100			
SECTION 1 – RULES					
Maximum presentation time – 15 minutes	out of 5				
SECTION 2 – PRESENTATION					
Overall was it professional, organised and well developed (e.g., Product model and Presentation)	1	2	3	4	5
Were the presenters enthusiastic ? Did they show commitment of learning from the experience	1	2	3	4	5
Was all information presented relevant ?	1	2	3	4	5
Was there clear demonstration of teamwork and effective communication between members	1	2	3	4	5
Did the presentation make you want to find out more about them their topic/subject?	1	2	3	4	5
Did every member of the group make a relevant contribution ?	1	2	3	4	5
Did the Report and other documents add value to the presentation	1	2	3	4	5
How well did the team perform in dealing with questions and negotiations/discussions?	1	2	3	4	5
TEAM MARK TOTAL					

Individual Marks Was there are any individuals who deserved a bonus for leadership, presentation skills and/or individual contributions? <i>(Each student is given a mark for their contribution)</i>		1	20	30	40	60
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STUDENT NAME	STUDENT NUMBER	60	TEAM MARK 40	FINAL MARK 100

ADDITIONAL COMMENTS

