



The Freshman Dublin Experience
Programme Handbook

2021/2022

Welcome / Céad Mile Fáilte

Welcome to Dublin Business School (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.

DBS is Ireland's largest independently owned, third level institution. We have five campuses in Dublin's city centre and nationalities from over fifty 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, do 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 **Freshman Dublin Experience (FDE)** is a programme designed for highly motivated freshmen who wish to pursue foundation course work in a study abroad environment while also allowing for a cultural exploration of Ireland. This programme offers students international experience in one of the most beautiful and charismatic cities in Europe. A student interested in the FDE is one that wants to challenge the typical college experience and distinguish themselves from the others. The Dublin programme will allow students to explore major, minor, and core courses, while maintaining their traditional Marist academic track.

The 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 *Marist*-sponsored activities and through their own initiative and interest.

Each Marist student will take classes at Dublin Business School (DBS) in partnership with the **Foundation for International Education (FIE)** earning a total of 16 US credits per semester providing that a grade of "C" or higher is received in all courses. Transcripts will be provided to participants in July 2022 totalling 32 credits.

As **Marist College** students, you will also take a unique FIE course for one US Credit - titled *Forward to Marist* course in Semester 2. This programme will chart and chronicle your pathway in your first year through volunteering, reflection, and convocation activities. In addition, it will be fun and interesting – we can guarantee that.

Marist College students will take a variety of courses abroad depending on which the part of Marist College 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 **Marist College** 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 *Marist College* 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 Pebedo 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.



- **Freshman Dublin Experience – FDE Director, Marist College - Dublin**

Shane Duffy is the *Marist College* Marist FDE Director. Shane'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 check-in session and scheduled individual and group meetings. Moreover, Shane can tell you all about the West of Ireland. Shane has worked extensively overseas, especially in Africa - but is originally from the beautiful county of Galway, in the west of Ireland.



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 Marist College	Shane Duffy (Director – FDE Programme) shane.duffy@marist.edu
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.

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 .

Meet Your Lecturer



The Moving Image
Dr Barnaby Taylor



War & Peace
Dr. Mícheál Ó Fathartaigh



Maths & Statistics
Dr Heikki Laiho



College Writing
Dr Andrew Browne



Drama & Theatre
Dr Paul Hollywood



Multimedia Tools
Kenny Leigh



Art & Architecture
Una Pittion



Sociology
Stephen Henderson



Irish Culture
Donal Casey



Communication
Dr Piotr Sidowski



Philosophy & Ethics
Dr Angelo Bettone



College Writing
Damien Lennon



Shane Duffy
Forward to Marist

Other Supports Available

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](#). Your DBS Handbook and the [DBS website](#) will contain more information on these and other great DBS services and support.

Student supports

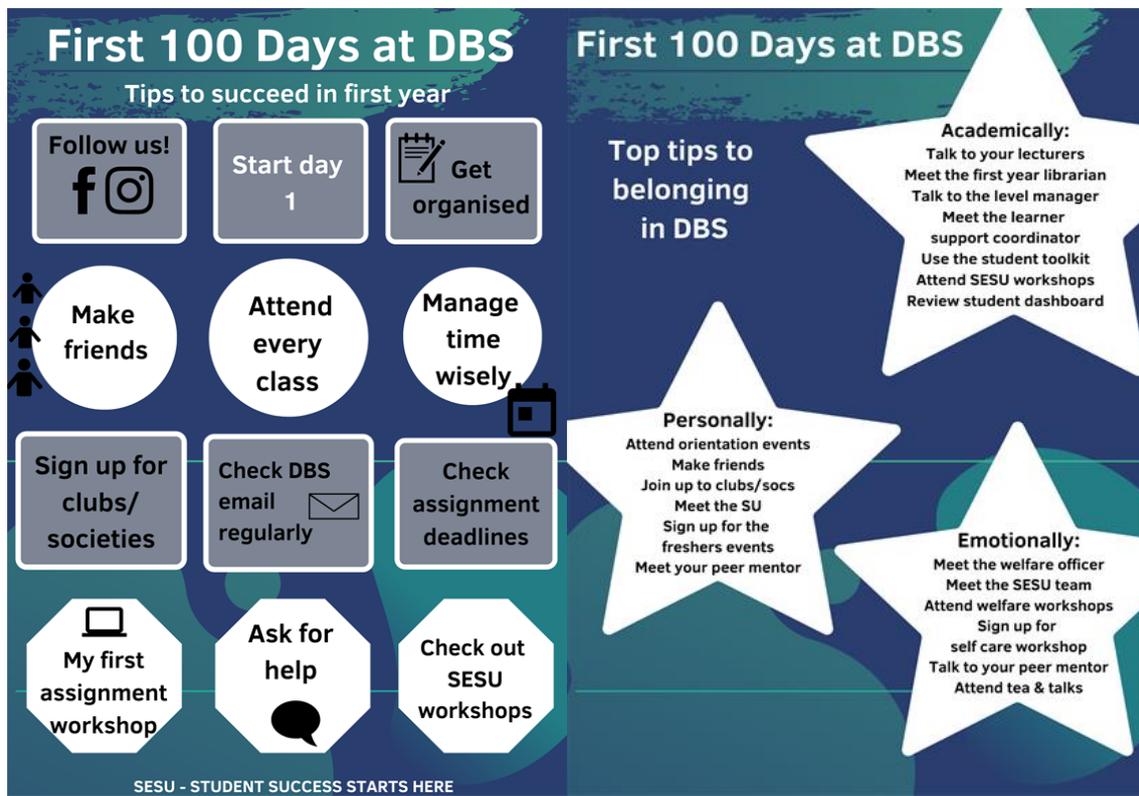
Student Engagement & Success Unit (SESU):

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:

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

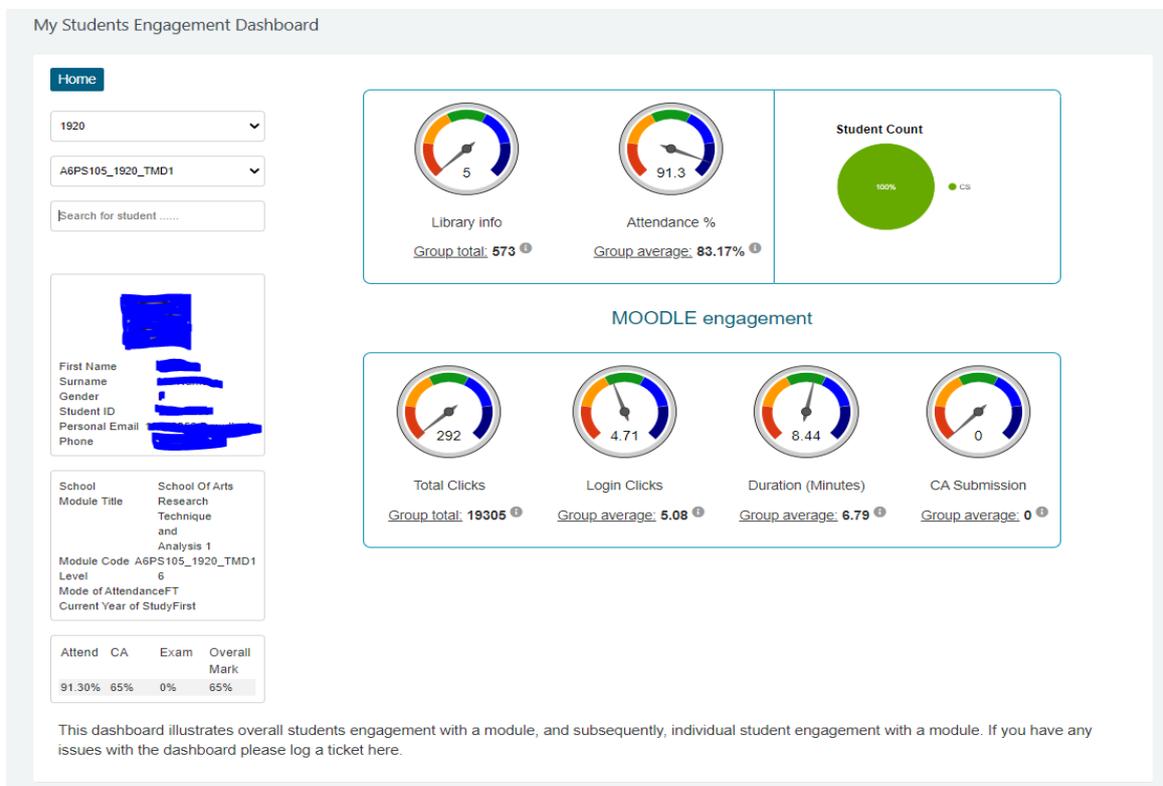
SESU welcome you to any of the following support sessions:

- 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.

Section 2 Your Learning Goals

2.1 What our shared learning goals?

A key feature of the **FDE** 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 Marist Goals

Marist Abroad is committed to designing and delivering programmes that support the acquisition of particular capacities in students, namely, to develop a more global perspective of their major and to build intercultural competencies. Marist Abroad SLOs describe what students will demonstrate upon successfully completing our programmes in terms of knowledge, values, and skills.

2.2.1 Knowledge

Marist Abroad Alumni will show knowledge of...

1. The international context of a field of study

Associated SLO: Marist Abroad Alumni will be able to navigate the theory and practice of a chosen field of study, including integration of insights from international scholarship and application.

2. The diversity found in the world in terms of values, beliefs, ideas, and worldviews (sometimes referred to as “perspective consciousness”)

Associated SLO: Marist Abroad Alumni will be able to analyse in writing the differing worldviews of home and host cultures in relation to a specific cultural value or interpretation of cultural behaviour.

3. Effective intercultural communication, comprising communication style, cultural norms, and context of the host country.

Associated SLO: Marist Abroad Alumni will be able to operationalize appropriate cultural etiquette and communication style of the host country, for example by effectively greeting, thanking, offering, and receiving compliments, and (where a common language is shared) engaging in discussion.

2.2.2 Values

Marist Abroad Alumni will display...

1. Openness to learning; enthusiastic orientation to new opportunities, ideas, and ways of thinking

Associated SLO: Marist Abroad Alumni will demonstrate enthusiastic engagement with new educational experiences overseas.

2. Empathy or the commitment to examine issues from multiple perspectives

Associated SLO: Marist Abroad Alumni will be able to analyse in writing the differing perspectives of their home and host cultures on a specific social issue or other topic.

3. Increased synthesis of personality, direction, and confidence

Associated SLO: Marist Abroad Alumni will be able to verbally articulate their personal and professional goals, and to explain how study abroad has helped to bring these goals into further focus.

2.2.3 Skills

Marist Abroad Alumni will demonstrate...

1. Research skills appropriate to one's major or minor.

Associated SLO: Marist Abroad Alumni will further develop and show successful use of a quantitative and/or qualitative research skill appropriate to a chosen major or minor.

2. The ability to reflect and integrate the lessons of classroom and experiential activities in order to examine, process, and gain new and evolving insight and perspective.

Associated SLO: Marist Abroad Alumni will be able to synthesize classroom and field-based experiences around one or more particular topics, demonstrating that the student's evolving understanding is informed by both classroom theory and real-world practice.

3. Foreign language skills as appropriate, with particular reference to communicative ability.

Associated SLO: Marist Abroad Alumni who enrol in foreign language courses abroad will demonstrate significant improvement in their ability to communicate verbally in real-world situations and contexts.

2.3 Where and how will you learn?

The **FDE** 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 **FDE** 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.

2.4 Programme Structure

The programme's architecture is designed to meet your needs as US learners from Marist College. The programme consists of three mandatory courses (or modules) and three electives to be chosen. Please refer to your FDE Course Maps Document.

Section 3 Policy - Course Add/Drop – 2021/22

PURPOSE AND APPLICATION

Adjusting course (Module) registration (adding or dropping courses) within a defined period extending beyond the start of classes provides students flexibility in their plan of study with minimal impact to course performance.

STATEMENT OF POLICY

The course (module) registration adjustment period for adding or dropping courses begins from the first day of class, through to the week denoted in the following chart:

	Start of period	End of period*	Means
Add/Drop Semester 1	September 13th 2021	October 4 th 2021	Via Google Form
Add/Drop Semester 2	January 11 th 2022	January 18 th 2022	Via Google Form

*All deadlines are 1pm GMT on that date

ATTENDANCE AND AUDITING OF COURSES

Students are required to attend all scheduled classes for which they are initially registered. Auditing of courses (modules) is not permissible.

LIMITATIONS OF THE POLICY

Please note limitations that apply to Add/Drop

- Students cannot Drop/Add courses (modules) until initial registration is complete

- Students cannot drop a compulsory module within their stream as defined (except for AP/IP/Transfer credit requirements as approved by the relevant authority)
- Students cannot add a class outside of their designated stream

POST-APPROVAL

Please note that it may take up to **48 hours** for approval to register the change with Moodle and the timetabling system.

STUDENT POPULATIONS AFFECTED

Students in undergraduate first year programmes from Marist College.

Section 4 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 illness

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 **director** shane.Duffy@marist.edu (Shane Duffy). 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.iet 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

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 15% 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 manuela.ruiu@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.

3.5 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.

3.6 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.

3.7 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).

3.8 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.

3.9 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.

3.10 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.

Section 4 Assessment

4.1 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 you are 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.

4.2 General Assessment Submission Requirements

1. All relevant provisions of the Assessment Regulations ([QAH Part B Section 5](#)) must be complied with, in addition to the requirements set out in the Assessment Brief:
 - Students are required to refer to the assessment regulations in their [Student Handbooks](#) and in [Part B Section 5 of the Quality Assurance Handbook](#).
2. Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly excepted by the lecturer). Assignments not submitted through Moodle may not be graded.
3. Online assignments must be submitted **no later than the stated deadline:**
 - Late submissions (up to 14 days) will receive the Late Submission penalty (see [QAH Section B Part 5.4](#)).
 - After 14 days, late submissions will be awarded **0%**.
4. 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/registrar-office/dbs-faq> and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Programme Coordinator;
 - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to your Programme Coordinator
5. Students are required to retain a copy of each assignment submitted.
6. Dublin Business School penalises students who engage in Academic Impropriety (i.e., plagiarism, collusion, copying, essay mills, etc.):
 - Refer to the [QAH Part B Section 3.3](#) for further information on Academic Impropriety and the potential penalties.
 - Refer to the [Library](#) for information on correct referencing, and support classes.

4.4 Useful Tips

- There are no reassessment opportunities for this programme
- Door codes for Bow Lane and Balfe Street are available at Reception desks.

- Once registered, a learner should use the calendar in their student email account for personalised timetables.
- Timetables can be sync'd with mobile devices, see <https://www.dbs.ie/about-dbs/news-and-events/2018/05/17/dublin-business-school-moodle-app> for more information.

4.5 Useful Links

- ✓ www.dbs.ie
- ✓ <https://elearning.dbs.ie/> (Moodle)
- ✓ www.mydbs.ie (student email)
- ✓ tts.dbs.ie for generic timetables
- ✓ <https://library.dbs.ie/>
- ✓ lorls.dbs.ie (to access your reading list online)
- ✓ esource.dbs.ie (repository of student and faculty research)
- ✓ servicedesk.dbs.ie (to log support queries or issues)
- ✓ Moodle App available for download (Play Store and iTunes): <https://elearning.dbs.ie/>

IT Problems

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

4.5 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.

4.8 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 5 Academic Calendar & Schedules

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

Week Commencing	Week No.	Notes
13th September 2021	Week 0	Pre-Teaching
20th September 2021	Week 1	
27st 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 Week
20th December 2021	Vacation	Results released
27th December 2021	Vacation	
3rd January 2022	Vacation	
10th January 2022	Vacation	Return to Dublin
17th January 2022	Week 1	
24th January 2022	Week 2	
31st January 2022	Week 3	
7th February 2022	Week 4	
14th February 2022	Week 5	
21st February 2022	Reading Week	No classes
28th February 2022	Week 6	
7th March 2022	Week 7	
14th March 2022	Week 8	St Patrick's Day - 17th of March
21st March 2022	Week 9	
28th March 2022	Week 10	
4th April 2022	Week 11	
11th April 2022	Week 12	Good Friday 14th of April

TIMETABLES

FDE – Marist – September 13th to September 17th

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.00			Introduction to Philosophy		Irish Life and Cultures
10.00-11.00	Introduction to Communication	Introduction to Psychology	Introduction to Philosophy	Introduction to Psychology	Irish Life and Cultures
11.00-12.00	Introduction to Communication	Introduction to Psychology	Sociology of Ireland	Writing for College	
12.00-13.00	Sociology of Ireland			Writing for College	Co-Curricular – National Museum
13.00-14.00	Sociology of Ireland	Drama and Theatre		Introduction to Philosophy	Co-Curricular – National Museum
14.00-15.00	War and Peace in the 20 th Century	Drama and Theatre	Drama and Theatre	Introduction to Communication	
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	

FDE – Marist – September 20th to September 24th

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.00		Digital Content & Media Tools	Introduction to Philosophy		West of Ireland Study Tour
10.00-11.00	Introduction to Communication	Introduction to Psychology	Introduction to Philosophy	Introduction to Psychology	
11.00-12.00	Introduction to Communication	Introduction to Psychology	Sociology of Ireland	Writing for College	
12.00-13.00	Sociology of Ireland			Writing for College	
13.00-14.00	Sociology of Ireland	Drama and Theatre		Introduction to Philosophy	
14.00-15.00	War and Peace in the 20 th Century	Drama and Theatre	Drama and Theatre	Introduction to Communication	
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	

FDE – Marist – September 27th to October 1st

	Monday	Tuesday		Wednesday		Thursday	Friday
9.00-10.00		Digital Content & Media Tools		Introduction to Philosophy		Multimedia Tools	Irish Life and Cultures
10.00-11.00	Introduction to Communication	Introduction to Psychology		Introduction to Philosophy	Introduction to Psychology	Multimedia Tools	Irish Life and Cultures
11.00-12.00	Introduction to Communication	Introduction to Psychology	Sociology of Ireland	Economic Perspectives		Writing for College	Digital Content & Media Tools
12.00-13.00	Sociology of Ireland		Economic Perspectives		Multimedia Tools	Writing for College	Digital Content & Media Tools
13.00-14.00	Sociology of Ireland	Drama and Theatre	Economic Perspectives			Introduction to Philosophy	
14.00-15.00	War and Peace in the 20th Century	Drama and Theatre	Drama and Theatre	Introduction to Communication	The Moving Image	The Moving Image	
15.00-16.00	War and Peace in the 20th Century				The Moving Image	War and Peace in the 20 th Century	
16.00-17.00	Writing for College					Irish Life and Cultures	

Section 6 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>.



Quality Assurance Handbook – Key Assessment & Regulations Reminders

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

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

PMC FORM
LEARNER SUPPORTS

NO REPEAT FOR HONOURS
QQI programmes are subject to the regulation that a student cannot receive an Honours award (First Class Honours, etc) if they have passed a module at Award Stage on a repeat attempt. If you repeat an Award Stage module, your award will be capped at a Pass.

Quality Assurance Handbook

LATE SUBMISSION PENALTY
Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline. Submissions will not be graded if these are received more than 2 weeks after the original deadline.

ASSESSMENT EXTENSION REQUEST FORM

ACADEMIC INTEGRITY
Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified. Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college. The Library has classes and support guides on Academic Referencing, Urkund, etc.

LIBRARY SUPPORT - REFERENCING

APPEALS
Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results. Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal. Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal. Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.

APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS

Section 7 Conclusion

We hope you have found the Programme Handbook helpful. If you have any queries, please contact the Head of Department, Michael Kielty or Programme Coordinator, Manuela. Contact details are in Section 1 of this handbook.

Enjoy your time at DBS!

Appendix 1

Study Abroad Programmes	Programme	Module Code & Name	
		Marist Programme	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