



Master of Business Administration

Level 9, 90 ECTS

Programme Handbook

2025/26

Foreword

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

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

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

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

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

Good luck on your journey!

Lori

Lori Johnston
Academic Dean

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Section 1 Programme Information

Welcome Message from the Academic Director

I am delighted to know that you have chosen to come to DBS to complete the next stage of your education. We offer you a very warm welcome with a sincere wish that your stay here will be enjoyable and rewarding and that you will participate in both the social and academic life of your college.

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used along with the Module and Assessment Guides that you will also receive. If there are unanswered questions or issues, please contact me or the Programme Coordinator (contact details can be found below).

I hope you will make every effort to attend the induction programme, which will be very helpful to you, and which will give you an early opportunity to meet with other students on the same programme.

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

Tanya

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

1.1 Programme Administration

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

- **Academic Director**
The Academic Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.
- **Assistant Academic Director**
The Assistant Academic Director has responsibility of working with the Academic Director across all elements of programme development and delivery. They are responsible for overseeing programme team meetings and work to ensure all programmes developed and run are of a high academic standard.
- **Programme Coordinator**
Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.
- **Programme Level Manager**
The Programme Level Manager role is responsible for a programme level view of teaching, learning and assessment ensuring learners are provided with appropriate support and timely and constructive guidance/feedback for academic development.

1.2 Main Points of Contact for the Programme

Position	Name	E-mail
Programme Coordinator	Jezvin Little George	students.dbs.ie/dashboard/sccm
Programme Level Manager	Ray Whelan	ray.whelan@dbs.ie

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

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

Section 2 Programme Details

2.1 Aims of the Programme

The Master of Business Administration is a one year full-time or two year part-time programme of seven taught modules (60 ECTS) plus a Business Simulation (30 ECTS) totalling 90 ECTS. Learners may also exit with a Postgraduate Diploma in Business having successfully achieved 60 ECTS if they are unable to complete the full Master in Business Administration.

The programme is designed for managers, business innovators, and leaders, or those who aspire to enter managerial roles within a broad spectrum of industries. The programme is intended for learners who wish to acquire in-depth knowledge of business administration, theories, concepts, and practical applications to enable an analytical application of such knowledge in-context to generate valuable insights. Graduates will be equipped to make high level strategic business decisions, increasing productivity, profitability, and an organisation's value and market share.

Programme Objectives for the Master of Business Administration have been comprehensively updated and are outlined as follows:

1. Facilitate in learners the ability to critically evaluate business administration theories and practices across a range of functional areas, enabling learners to analyse and address complex challenges in diverse organisational settings (MIPLO 1).
2. Foster the development of strategic decision-making and leadership skills, equipping learners to effectively lead diverse teams and make informed decisions to achieve organisational goals (MIPLO 3, MIPLO 5)
3. Encourage creativity and critical thinking, enabling learners to apply innovative and entrepreneurial solutions to business challenges and opportunities in the local and global business environments (MIPLO 5, MIPLO 9).
4. Empower learners to evaluate and apply contemporary analytical tools, digital technologies and data-driven methodologies to enhance organisational performance in a variety of business environments (MIPLO 2, MIPLO 6)
5. Develop advanced competencies in ethical decision-making, social responsibility, and the application of artificial intelligence in business. Empower learners to make informed decisions that leverage AI for innovation and competitiveness while considering broader social, political, environmental, and economic impacts and promoting sustainability (MIPLO 6, MIPLO 7).
6. Enable learners to critically evaluate research methodologies and conduct in-depth research that adds value to their chosen field of expertise and personal and professional development (MIPLO 4, MIPLO 9).
7. Advance proficient and professional communicators with the ability to inform decisions and present solutions to a critical audience and to collaborate efficiently within diverse teams (MIPLO 8, MIPLO 10).

8. Encourage learners to develop a strategic outlook on business operations within national and international contexts, while synthesising previous professional and learning experiences (MIPLO 1, MIPLO 9).
9. Promote the importance of lifelong learning and continuous personal and professional development. Encourage learners to reflect on their own growth and the changing demands on organisations, ensuring sustainable development and success (MIPLO 7, MIPLO 9).
10. Enhance learners' strategic decision-making by fostering a critical understanding of core interdisciplinary business knowledge and developing advanced research and practical skills through real-world simulations and collaborative learning experiences (MIPLO 1, MIPLO 11).

2.2 Programme Learning Outcomes

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

MIPLO 1	Critically evaluate theory and practice from cross-functional areas of business in private, public, and not-for-profit organisations, both nationally and internationally.
MIPLO 2	Demonstrate critical awareness of contemporary information, tools and techniques in management, policy, and performance across organisations both nationally and internationally on business and marketing trends, drivers, and inhibitors.
MIPLO 3	Demonstrate leadership skills and attributes to achieve individual, group and organisational goals.
MIPLO 4	Critically evaluate approaches to primary and secondary data and select the most suitable method from qualitative and quantitative research methodologies to address a specific business problem.
MIPLO 5	Cultivate a personal world view that reflects a deep understanding of social responsibility and solidarity, showing empathy and respect for diverse perspectives and the collective well-being of all stakeholders.
MIPLO 6	Critically appraise advanced diagnostic tools, including artificial intelligence, which inform business decisions within the global business environment and wider society, incorporating sustainability considerations.
MIPLO 7	Demonstrate enhanced ethical judgement and strategic planning by critically analysing social, political, economic environments, while promoting organisational sustainability and responsible decision-making.
MIPLO 8	Exhibit an ability to work independently and collaboratively to build effective and efficient relationships in dynamic business environments.
MIPLO 9	Synthesise previous professional and learning experiences to inform a wide-ranging appreciation of the business world, while fostering continuing personal and professional development and solidarity with social norms and relationships.
MIPLO 10	Develop professional communication skills to present solutions in a cogent manner

	to a critical audience.
MIPLO 11	Apply interdisciplinary business knowledge and collaborate effectively with others to use strategic decision-making, research and problem-solving skills in dynamic, real-world scenarios through immersive simulation-based learning.

In addition to the MIPLOS above, learners who choose a specialised pathway will also demonstrate successful completion of the following.

On successful completion of the **marketing** electives, *Master of Business Administration* graduates will be able to:

MIPLO1 to 11	above and additionally
MIPLO12a	Critically evaluate integrated marketing communications tools and techniques and apply digital technology support to marketing strategies.
MIPLO13a	Demonstrate critical awareness of innovations and trends within the field of marketing with a focus on sustainable marketing innovations in the globalised environment.

On successful completion of the **human resource management** electives, *Master of Business Administration* graduates will be able to:

MIPLO1 to 11	above and additionally
MIPLO12b	Critically evaluate strategic human resource management and the importance of people management in organisational strategy.
MIPLO13b	Demonstrate critical awareness of the management of employee performance and the role of reward in employee performance.

On successful completion of the **cloud computing** electives, *Master of Business Administration* graduates will be able to:

MIPLO1 to 11	above and additionally
MIPLO12c	Critically evaluate the role of cloud computing technologies in information and data management and the significance of deploying computer services to the cloud.
MIPLO13c	Demonstrate the development of critical skills in analysing and evaluating the use of cloud applications in business and develop strategic solution-based applications.

On successful completion of the **finance** electives, *Master of Business Administration* graduates will be able to:

MIPLO1 to 11	above and additionally
MIPLO12d	Critically evaluate theory and practice of corporate financial management for strategic business decision-making.
MIPLO13d	Demonstrate critical awareness of international practices and policies in financial markets within changing global market dynamics.

On successful completion of the **project management** electives, *Master of Business Administration* graduates will be able to:

MIPLO1 to 11	above and additionally
MIPLO12e	Critically evaluate the importance of project management within organisations and apply appropriate project management frameworks to delivery enhanced performance in contemporary organisations.
MIPLO13e	Demonstrate critical awareness of business information, planning and control mechanisms and ethical decision-making in project management practices.

On successful completion of the **supply chain management** electives, *Master of Business Administration* graduates will be able to:

MIPLO1 to 11	above and additionally
MIPLO12f	Evaluate the mechanisms of effective global supply chain and logistics management for a sustainable future.
MIPLO13f	Demonstrate critical awareness of the skills and tools of analytics and enterprise systems in supply chain management.

On successful completion of the **creativity, innovation, and entrepreneurship** electives, *Master of Business Administration* graduates will be able to:

MIPLO1 to 11	above and additionally
MIPLO12g	Implement creative practices in the workplace and promote innovation within the workforce.
MIPLO13g	Demonstrate critical awareness of divergent thinking in the digital age.

On successful completion of the **law** electives, **Master of Business Administration** graduates will be able to:

MIPLO1 to 11	above and additionally
MIPLO12h	Demonstrate structural knowledge and integrity of company law, with an awareness of ethical considerations.
MIPLO13h	Critically evaluate good practices and legislative frameworks within international commercial law.

2.3 Programme Structure

Stage	Stage synopsis
Award	<p>The MBA programme comprises three semesters (Full Time) with 30 ECTS per semester (total 90 ECTS). Learners will complete the taught component of the Master of Business Administration, which comprises seven mandatory modules and two elective modules. The taught modules develop the learners' knowledge of theories, concepts, methods, practical skills, and competencies of the primary and sub-fields of business administration. Through the capstone dissertation module, learners synthesise and apply their modular learning outcomes in a specific area of business, ensuring focused research which adds value to cutting-edge field or subfield of business.</p> <p>The Postgraduate Diploma in Business comprises two semesters with 30 ECTS per semester (total 60 ECTS). Learners will complete seven mandatory modules and two elective modules. Learners will develop knowledge of theories, concepts, methods, practical skills, and competencies of the primary and sub-fields of business administration.</p> <p>The programme(s) contain a wide range of formative and summative assessments including individual and group work, projects, presentations, case studies, and examinations.</p> <p>Within the MBA and Postgraduate Diploma in Business, learners will critically evaluate, analyse, and appraise a range of business activities and specialisations using advanced analysis, tools, techniques, and frameworks within the business context in an iterative and incremental manner. For both the MBA and Postgraduate Diploma in Business the</p>

	<p>progression of the modules facilitates the learner in demonstrating critical thinking, acquiring the relevant depth of knowledge, developing research capability, and applying practical, creative, problem-solving skills.</p> <p>Specifically, for the MBA in the dissertation module the learner synthesises their learning in an area of focused interest, critically analysing relevant literature and using suitable research methods and design in the production of a dissertation appropriate to a Level 9 Business Award Standards, justifying the 90 ECTS for this programme.</p> <p>The modules enable the learner to act autonomously and collaboratively allowing graduates to identify knowledge gaps and research areas for exploration in the business context, which demands agility and dynamism for the sustainability and growth of organisations.</p>
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Programme Structure

Semester one: Total 30 ECTS

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

Semester two: Total 30 ECTS

- One mandatory module and two elective modules, total 30 ECTS (10 ECTS per module):
 - Conducting Research for Business
 - Elective 1
 - Elective 2

Electives emanate from the following subfields of business with a choice of eight options:

- Marketing
- Human Resource Management
- Cloud Computing
- Finance
- Project Management
- Supply Chain Management
- Creativity, Innovation and Entrepreneurship
- Law

Should a learner choose two electives from the same specialism they will be on a specific learning pathway, i.e. Marketing Pathway. Should a learner choose two electives from separate specialisms they will be on the MBA General Pathway.

The following table outlines the breakdown of modules and weeks per semester for full-time Learners:

Semester 1 Weeks 1-12	Semester 2 Weeks 13-24	Semester 3 Dissertation Weeks 25-36
Risk and Change for Global Issues (5 ECTS)	Conducting Research for Business (10 ECTS)	Simulation (30 ECTS)
Managerial Financial Analysis (5 ECTS)		
Strategic Marketing Analysis (5 ECTS)	Elective 1 (10 ECTS)	
Strategic Planning and Management (5 ECTS)		
Dynamic Leadership Development (5 ECTS)	Elective 2 (10 ECTS)	
Sustainable Operations Management (5 ECTS)		

(Blue modules are mandatory, green are electives)

5 ECTS modules usually carry 24 contact hours across the semester each, while 10 ECTS carry 48 hours.

The following table outlines the breakdown of modules and weeks per semester for part-time Learners:

YEAR 1	YEAR 2
Semester 1 Weeks 1-12	Semester 1 Weeks 1-12
Risk and Change for Global Issues (5 ECTS)	Conducting Research for Business (10 ECTS)
Managerial Financial Analysis (5 ECTS)	
Strategic Marketing Analysis (5 ECTS)	Elective 2 (10 ECTS)
Strategic Planning and Management (5 ECTS)	
Semester 2 Weeks 13-24	Semester 2 Weeks 13-24
Dynamic Leadership Development (5 ECTS)	Simulation (30 ECTS)
Sustainable Operations Management (5 ECTS)	
Elective 1 (10 ECTS)	

(Blue modules are mandatory, green are electives)

5 ECTS modules usually carry 18 contact hours across the semester each, while 10 ECTS carry 36 hours – Part Time learners are expected to undertake a greater portion of self-managed study.

2.4 Other Relevant Programme Information

Module Synopses

Stage label	Module title	ECTS	Module synopsis
Award	Risk and Change for Global Issues (M)	5	This module will equip learners with the knowledge and skills to take a holistic, environmental, analytical and critical approach to major issues in the management of organisations in a global context particularly around risk and change. The module will involve detailed evaluative studies of the modern international business context to provide learners with knowledge of the complexities of cross-cultural management and the skills to produce academic and business relevant reports on issues in the international business environment.
Award	Managerial Financial Analysis (M)	5	This module will provide learners with knowledge, skills, concepts and tools necessary to respond to the increasingly complex, volatile and dynamic financial world. This module will provide a financial decision-making platform for business managers and enable learners to develop tools to tackle the implications of financial information and an ability to apply this information to practical management scenarios.
Award	Strategic Marketing Analysis (M)	5	Successful marketing analysis is based on an organisation wide philosophy that identifies, selects, provides, communicates and delivers value to chosen customer groups. Strategic Marketing Analysis as a management subject consists of a set of concepts and principles for choosing target markets, evaluating customer needs, developing products and services that satisfy wants, delivering value to customers and profit or benefit to the company or organisation. This module is designed to provide a thorough emphasis on the managerial analytical perspective of marketing. Learners will apply specific marketing tools and marketing frameworks for evaluating companies' marketing-mix that take best advantage of the conditions in which the firm finds itself. A strategic marketing analysis approach is evident throughout the module design and delivery. In all seminars, learners will be required to analyse marketing practices in relation to different marketing case studies. Their individual assessment will be the analysis of a company marketing strategy following a systematic approach.
Award	Strategic Planning and Management (M)	5	This module will provide the learner with in-depth knowledge, skills, tools and frameworks necessary to critically appraise and respond to complex global, volatile and dynamic contexts in which organisations function today. The module will involve detailed evaluative studies in the nature of strategy planning and management of content,

Stage label	Module title	ECTS	Module synopsis
			and of strategic processes in a variety of industry and organisational settings. This module is designed to enhance the learners' business research and problem-solving capabilities. The module develops students' analytical and assessment skills in strategic management.
Award	Dynamic Leadership Development (M)	10	Leadership and motivation skills have become a crucial element of an effective manager's toolkit. This module will equip the learner with the skills and insights they need to be an effective leader and motivator. It will provide learners with a review of best practice leadership and motivational approaches and help them to develop self-awareness of their leadership preferences and behaviours, together with the skills to effectively lead others. They will be asked to identify appropriate leadership and motivational styles in a variety of contexts while focusing on optimising job and organisational performance and to adopt a reflective approach to their own dynamic leadership development journey.
Award	Sustainable Operations Management (M)	10	This module aims to help learners gain a comprehensive understanding of sustainable operations management. Operations management is a very important business and management function as it can add significant value to an organisation. Learners are taught to apply theory to practical situations and to approach operations management with multiple considerations to be able to identify the optimum operational procedure for a given organisation.
Award	Conducting Research for Business (E)	10	This module teaches students how to approach the research elements of their Business Consulting Report. The Conducting Research for Business module will instruct learners on how to critically evaluate previous research studies relevant for business with a view to carrying out a literature review and develop a scientifically and ethically appropriate methodological strategy for gathering empirical data to derive inferences and conclusions relevant to a research question. It will also focus directly on the skills learners will need to complete an academic and practical project.
Award	Marketing Innovations (E)	10	Marketing has been transformed by the power of stakeholders and the ever-increasing urge to address sustainable issues for the future of our planet. This module provides learners with an applied knowledge of innovative marketing practices. Learners will learn by doing. They will gain a critical appreciation of the technologies used in the field of Marketing and an experiential dimension of marketing products and services. Circular learning where

Stage label	Module title	ECTS	Module synopsis
			entrepreneurial skills are encouraged. In this way, learners will participate and actively affirm their contributions to a more sustainable global society. Marketing, as a process, will be applied for the purpose of researching, developing, distributing and promoting a sustainable product or service to maximise positive impacts on people, profits and planet.
Award	Integrated Marketing Communications (E)	10	This module looks at the complexity of marketing communications within an organisation's marketing strategy and its impact on an organisation's overall infrastructure and success. The module ensures the learner acquires an in-depth comprehension of the role of marketing communications and the processes involved which is currently regarded as one of the most important strategic considerations for all organisations for sustainability and growth. The module, which is an elective, is underpinned by Strategic Marketing Analysis which is also taken in Semester one, and sees the learner gain a certain specialism in the marketing space as part of their managerial function and within the wider context of business administration at a senior level.
Award	Strategies for HRM (E)	10	The aim of this module is to give the learner a critical insight into people resourcing strategies and talent planning. The contextual and contingent activity of human resourcing strategies is recognised throughout all topics. These variables make it necessary for managers to be aware of the influences of the internal and external environments - context is key. The module addresses both the breadth of HR issues and includes all the activities essential for the acquisition, management and retention of talent from HR planning through to release from employment. An international context is also explored with reference to the transfer of HR practices in foreign locales whilst recognising the importance of cultural diversity and managing ethically.
Award	Reinventing Performance Management (E)	10	This module helps learners to develop and implement innovative performance management strategies to improve talent management, employee engagement and business results. It presents a holistic approach to performance management. Most organisations have performance management processes in one form or another, but these are often based on formal annual reviews, forced rankings and directly linked to pay decisions. These traditional approaches are often at the expense of ongoing, continuous feedback and focus on looking back at what has or has not been achieved rather than looking forward.
Award	Cloud Technologies for Business (E)	5	The module aims to provide learners with the key concepts of cloud technologies used in the modern business

Stage label	Module title	ECTS	Module synopsis
			environment. Cloud computing technologies allow businesses to access their information virtually, creating a flexible and global way of accessing your data any place, any time. The module equips learners to evaluate a set of practices that enable enterprises to profit from the use of cloud technologies and effectively manage the challenges associated with their use in an organisation.
Award	Cloud Application Management (E)	5	Learners will gain a comprehensive insight into the management of cloud-based technologies and applications to serve real organisational needs. They will develop critical skills in analysing and evaluating the use of cloud applications in business and subsequently developing business solution based applications. Learners will also develop practical and hands-on technical skills with relevant cloud services. Learners will also gain insight into how digital project management practices are applied and realised in a cloud environment through the use of cloud-based planning and design applications, cloud-supported cooperative work, groupware and other tools in preparing their continuous assessments.
Award	Corporate Financial Management (E)	10	This module provides a thorough financial platform for business managers. It will enable participants to develop deep-rooted knowledge of the implications of corporate financial information and an ability to apply this information to practical management scenarios. This module will allow learners to apply critical thinking to the area of financial analysis through the application of financial information in different valuation techniques and models.
Award	Global Financial Markets (E)	10	This module has a dynamic focus on the interplay between economic policy/outcomes and global financial markets. The focus is on understanding what caused the global financial crisis. The module goes on to evaluate the policy responses to the crisis and their effectiveness over the last decade. It then assesses whether the global financial system today is sufficiently robust to avoid another major correction, which in turn involves questioning whether previously accepted doctrines – efficient markets, light touch regulation, free market ideology, “too big to fail” – require modification now.
Award	Project Management Frameworks (E)	10	This module aims to develop the learners understanding of the context of the project management environment, whilst developing specific skills in project management. The subject of project management is increasingly multi-disciplinary in nature and this module reflects this by providing you with an understanding of the social, organisational, behavioural and systems issues of project

Stage label	Module title	ECTS	Module synopsis
			management. In addition to providing insight into the project management topic, the module will introduce several tools and techniques for managing activities throughout the project life cycle.
Award	Project Management Practices (E)	10	This module is primarily designed to build on students' understanding of the complexity of the project environment. The module will develop that understanding to a deeper level across a broader spectrum of concepts to develop a level of knowledge and understanding so allowing the student to operate at a senior project level in any contemporary organisation.
Award	Global Supply Chain and Logistics Management (E)	10	The Global Supply Chain and Logistics Management module explores supply chains within a business. Logistics management is an essential element of the supply chain function as it involves planning and implementing the movement of goods (or materials, or finance or information). Learners will be taught common logistics activities including planning, procurement, transport, storage and production control. Within these common activities learners will be taught to consider things such as sustainability, collaboration and digitalisation. There are multiple approaches to managing logistics. Understanding and comparing the strengths and limitations of various approaches to help students critically identify the optimum logistics approach for a given situation is the main goal of this module.
Award	Analytics and Enterprise Systems for Supply Chain Management (E)	10	This module teaches learners how to use, analyse and apply quantitative data to make decisions to best optimize the supply chain management function. Learners will be taught to clean and prepare data for analysis. The strengths and limitations of different analytical tools will also be explored so learners have a thorough understanding of what approaches to use. Examples of analytical techniques taught to students will include Forecasting, Regression, Descriptive analytics, Probability and Decision Analysis. Considerations related to decision making in the supply chain, which may not be reflected in every data set, will also be covered for instance consideration of physical capacity, demand forecasting and supply chain risk management.
Award	Implementing Creativity, Innovation, and Entrepreneurship (E)	10	Rapid changes have prompted today's organisations to ensure their survival by launching innovative products and services with advanced technology and different and new ways of thinking. These approaches require creativity, innovation, and innovation. The role of these important factors can be summarised as follows: Creativity is an ability

Stage label	Module title	ECTS	Module synopsis
			that can lead to an invention or idea by the creative person. Implementing refers to the active process of introducing a change that moves an organisation over time from established ways of doing things to new, desired, and more successful ways of operating. Innovation is the process to convert invention or idea into a marketable product or service. Creativity in business is an individual characteristic that leads the innovation process successfully in bringing a product or offering a new service to market despite many obstacles.
Award	Divergent Thinking in the Digital Age (E)	10	This module will enable learners to make sense of these new technologies and how to deploy them to achieve an organisation's strategic objectives. It will focus on divergent thinking for business advantage. This will be further supported by a deep exploration of key strategic digital frameworks and theories. Consequently, the module will enable the learner to develop lifelong learning dispositions that emphasises the importance of remaining current, aware, and relevant in this fast-moving sector.
Award	Company Law (E)	10	This module is designed to provide the learner with a depth of knowledge and understanding of legal principles relevant to the development of commercial life where the vast majority of those engaging in the business environment choose to operate, regardless of size, by seeking the benefit of limited liability for the purposes of their business activities, be they for profit or not. The module will deliver, examine, and reflect upon the breadth of relevant material from company formation through to winding up and examination through the perspective of on-going reform.
Award	International Company Law (E)	10	This module is designed to provide learners with a rounded understanding of International Commercial Law and the leading legal issues influencing the functioning of the commercial environment. Commercial law enables learners to appreciate the plethora of legal issues that impact commercial transactions, including intellectual property, data protection, competition, and insurance related issues. It also facilitates understanding of obligations imposed on commercial entities in the context of consumer protection and advertising restrictions. Learners will also be introduced to the use of alternate dispute resolution mechanisms to solve commercial disputes. This module is increasingly important in today's regulation and compliance driven world and learners will acquire in-depth knowledge on data protection, GDPR and Intellectual Property. Furthermore, the learner will acknowledge the importance of professional duty of care and the impact of consumer protection law.

Stage label	Module title	ECTS	Module synopsis
Award	Business Simulation (M)	30	This module synthesizes learning through a Business Simulation. It consolidates learners' research capabilities, theoretical knowledge, and applied skills by engaging in real-time decision-making and problem-solving within simulated business environments. Participants will apply key business concepts and techniques to analyse complex scenarios, design and implement strategic solutions, and critically evaluate their outcomes. The simulation challenges learners to investigate issues with significant business implications, fostering the creation of actionable insights or innovative solutions, and allowing for critical reflection and defence of decisions made throughout the process.

2.5 Teaching and Learning Strategy for a multi-modal environment

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

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

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

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

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

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

Activity	Description
Case Study	Students review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what students are learning about
Group work	Students are divided into groups to work on a particular activity

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

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

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

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

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

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

2.6 Awarding Body and NFQ Level

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

Section 3 Assessment

3.1 Introduction to Assessment

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

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

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

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

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

Semester 1 - Mandatory (M) Modules			
Risk and Change for Global Issues (M)	5	CA1 Individual Research Report 100%	Individual
Managerial Financial Analysis (M)	5	Proctored Exam 100%	Individual
Strategic Marketing Analysis (M)	5	CA1 Group assignment with individual component 100%	Group with Individual
Strategic Planning and Management (M)	5	CA1 Group strategy consultancy report with an individual element 100%	Group with Individual
Dynamic Leadership Development (M)	5	CA1 Individual Leadership Development Individual Reflective Journal 100%	Individual

Sustainable Operations Management (M)	5	CA1 Group case study with individual component 100%	Group with Individual
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Semester 2 - one Mandatory (M) and two Elective (E) modules:

Conducting Research for Business (M)	10	CA1 Individual: - Analyse a quantitative dataset and a qualitative dataset and critically evaluate the data and findings developing well-supported conclusions based on the evidence 40% CA2 Individual - Validation: Compare simulation results and make recommendations clearly and professionally, tailored to the needs of stakeholders in a simulated business environment 60%	Individual Individual
Marketing Innovations (E)	10	CA1 Individual Oral Presentation (20-25 mins) 20% CA2 Individual Project (To Develop a critical awareness of innovative marketing practices) 80%	Individual Individual
Integrated Marketing Communications (E)	10	CA1 Group Written Report 30% CA2 Individual Review Paper 70%	Group Individual
Strategies for Human Resources Management (E)	10	CA1 Group HR Consultancy Report and Presentation 40% CA2 In-class test 60%	Group Individual
Reinventing Performance Management (E)	10	CA1 Individual Report on the theory and practice of contemporary issues in performance management 80% CA2 Individual In class presentation to defend work 20%	Individual Individual
Cloud Technologies for Business (E)	10	CA1 Group continuous assessment 60% CA2 individual In-class test 40%	Group Individual
Cloud Application Management (E)	10	CA1 Group continuous assessment 70% CA2 Individual in-class test 30%	Group Individual
Corporate Financial Management (E)	10	CA1 Group continuous assessment 30% Proctored Exam 70%	Group Individual
Global Financial Markets(E)	10	CA1 Group Research Report 30% Proctored Exam 70%	Group Individual
Project Management Frameworks (E)	10	CA1 Project Plan & Presentation (Group with Individual Elements) 75% CA2 Individual MCQ 25%	Group Individual
Project Management Practices (E)	10	CA1 Consultancy Report & Presentation (Group with Individual Elements) 80% CA2 Project Case Analysis Individual Contribution 20%	Group Individual

Global Supply Chain and Logistics Management (E)	10	CA1 Group Qualitative Report 60% CA2 individual Presentation 40%	Group Individual
Analytics and Enterprise Systems for Supply Chain Management (E)	10	CA1 Group Practical Report 40% CA2 In-class test 60%	Group Individual
Implementing Creativity, Innovation, and Entrepreneurship (E)	10	CA1 Individual Elevator Pitch 30% CA2 Group Assignment Final Plan - 70% (60% Report / 10% Meeting Minutes) 70%	Individual Group
Divergent Thinking in the Digital Age (E)	10	CA1 Individual Descriptive Essay 70% CA2 Group Presentation 30%	Individual Group
Company Law (E)	10	CA1 Individual Written Assignment 30% Proctored exam 70%	Individual Individual
International Commercial Law (E)	10	CA1 Individual Problem Question 30% Proctored exam 70%	Individual Individual

Semester 3 - Capstone			
Business Simulation (M)	30	CA1 - Simulation (Individual and Group) 30% CA2 Part A (50%) Individual Strategic Review Plan Part B (20%) Individual Behaviour Diagnosis and Reflection	Individual and Group Individual

*NOTE: Learners are not allowed to commence their Capstone until they have passed successfully all of their taught modules. Learners will be notified directly when they have been confirmed as eligible to 'proceed' to Dissertation, and have their supervisor appointed.

3.2 Assessment Schedule

The table below highlights the assessment submission for this programme.

Stage	Award												
Semester	1												
Module Title	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Risk and Change for Global Issues (M)													
Managerial Financial Analysis (M)													
Strategic Marketing Analysis (M)													
Strategic Planning and Management (M)													
Dynamic Leadership Development (M)													
Sustainable Operations Management (M)													
Stage	Award												
Semester	2												
Module Title	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Conducting Research for Business (M)													
Marketing Innovations (E)													

Integrated Marketing													
Communications (E)													
Strategies for Human Resources Management (E)													
Reinventing Performance Management (E)													
Cloud Technologies for Business (E)													
Cloud Application Management (E)													
Corporate Financial Management (E)													
Global Financial Markets(E)													
Project Management Frameworks (E)													
Project Management Practices (E)													
Global Supply Chain and Logistics Management (E)													
Analytics and Enterprise Systems for Supply Chain Management (E)													
Implementing Creativity, Innovation, and Entrepreneurship (E)													
Divergent Thinking in the Digital Age (E)													
Company Law (E)													

International Commercial Law (E)												
Stage	Award											
Semester	3											
Module Title	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Business Simulation (M)*												

*Learners only have two opportunities to successfully complete the Capstone module. If learners are unsuccessful across these two opportunities, they will be Exited from the programme with the Postgraduate Diploma award.

All assessment in this programme conforms to the DBS assessment regulations informed by *QQ/ Assessment and Standards, Revised 2022*. Special regulations are defined on the course schedule. Where a learner is found to require additional learning support, the Disability and Inclusion Offer will identify appropriate support or liaise with the lecturer along with the Registrar's Office, if necessary, to agree a suitable equivalent alternative assessment instrument. This will be in accordance with the DBS Assessment Regulations. Please see the DBS Quality Assurance Handbook (QAH) for details.

Assessment Submission

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

- Complete ALL assessment components.
- Submit all assessments on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found [here](#).
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always complete the required number of questions in an exam.
- Practice writing out answers for end of term exams by doing [previous papers](#), in particular practicing handwriting or typing answers (as per the exam format) to ensure that you are equipped to set out your answers within the format of the exam.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Disability Support](#) well in advance of any assessment or exam dates.

3.3 Reassessment

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

3.4 General Submission Requirements

1. All assignments must be submitted no later than the stated deadline (date and time).
2. Assignments submitted after the latest deadline specified (including any approved extension deadline) are considered late and penalised according to the [Quality Assurance Handbook \(QAH\)](#)

Part B Section 5.2.2.6 as follows:

- A penalty of 2 marks will be applied per day or part thereof (including weekends and public holidays) for an ongoing failure to submit beyond the submission deadline.
- An examiner has the right to refuse to mark the assignment if the submission instructions have not been observed.
- Where a late assessment is submitted within 14 days of the deadline, and is of a passing standard, the late penalty is capped (such that the minimum grade that can be awarded is 40% for the late submission).

- Where a late assessment is submitted more than 14 days after the deadline, it will receive 0%. The lecturer may, at their discretion, review the submission for feedback.
 - Where the assessment is undertaken in a group, the piece of work should be submitted in its entirety. Any penalty for late submission incurred applies to all group members.
3. Extensions to assignment submission deadlines will not be granted, other than in exceptional circumstances. To apply for an extension please go to <https://students.dbs.ie/dashboard/SCCM> and open a ticket.
 4. All relevant provisions of the Assessment Regulations must be complied with (see [QAH B.5](#)).
 - Students are required to refer to the assessment regulations in their Programme Handbook, and on the [Student Website](#).
 - Dublin Business School penalises students who engage in academic impropriety (i.e. plagiarism, collusion and/or copying, ghost writing/ essay mills, improper use of Generative Artificial Intelligence software).
 1. See the College's [Generative AI Guidelines HERE](#) for more information.
 - Guides on referencing are available on the Library website: <https://libguides.dbs.ie/referencing>
 - Text-matching analysis software is integrated in Moodle to generate a report regarding the degree of text-matching in a submission.
 5. Students are required to retain a copy of each assignment submitted, until the issuing of a transcript indicating the mark awarded and the closure of the Appeal period (2 weeks following the release of final results).
 - Results can only be appealed following the release of final results. The Appeal form must be submitted to the Exams Office within the Appeal period.
 - An appeal must be based on valid grounds (see the Appeals Policy QAH B.3.5). Dissatisfaction with a grade is not sufficient grounds for an appeal.
 - Assignments must be appropriately packaged and presented.
 - All assignments should be submitted to your subject/course page on Moodle by the deadline date.
 - Where a submission involves digital media (i.e formats other than Word, Powerpoint or PDF), it is the submitting students' responsibility to ensure the media is appropriately labelled, fully working and they must retain a copy.
 - Components of an assessment which are not included in the final submission cannot normally be subsequently accepted for grading. It is the student's responsibility to ensure their file is uploaded correctly.
 - Include an electronic **cover sheet** with the following details to the front of the assignment (see below)
 6. Assignments that *breach* the word count requirements will be penalised. *There is a 10% discretion, either way, applicable in terms of word count.*
 7. When you submit your assignment you will be asked to click on a button which will declare the following:

*By ticking this box I am confirming that this assignment/exam is all my own work. Any sources used have been referenced.
I have read the College rules regarding plagiarism in the QAH Part B Section 3 and understand that penalties will be applied accordingly if work is found not to be my own. All work uploaded is submitted via Ouriginal, whereby a text-matching report will show any similarities with other texts.*

3.5 Useful links and tips

Door codes for Bow Lane are available at Reception desks.

Once registered, a learner should use the calendar in their student email account for personal timetables.

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

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

Section 4 Academic Calendar

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

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

Section 5 DBS Regulations and Quality Assurance

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

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

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

QAH Table of Contents

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

5.1 Key Assessment Regulations

Quality Assurance Handbook – Key Assessment & Regulations Reminders

LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3)

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

PMCs (QAH B.4.3)

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

PMC
FORM

LEARNER
SUPPORTS

CAPPED MODULE GRADES (QAH 5.5.3)

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

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

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LATE SUBMISSION PENALTY (QAH B.5.4)

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

ASSESSMENT EXTENSION
REQUEST FORM

ACADEMIC INTEGRITY (QAH B.3.3)

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

LIBRARY SUPPORT -
REFERENCING

APPEALS (QAH B.3.5)

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

APPEALS, VERIFICATION, VIEW SCRIPTS
POLICIES & FORMS

Section 6 Supporting Student Success

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

6.1 The Learner Charter

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

Section 7 My Career

7.1 Student Careers

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

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

During your time in DBS, you will:

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

The Careers Hub services can be accessed [on DBS website](#). It is based in the Aungier Street DBS building behind reception. The team can be contacted by [email](#).

Section 8 My Student Life

8.1 Peer Mentor Programme

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

8.2 Class Reps

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

8.3 Student Council

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

8.4 Student Entertainment

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

8.5 Social

College Life is not just education. Through our broad range of clubs and societies, our students get to enjoy the full student experience, which extends beyond lectures and exams. The DBS Campus is Dublin City Centre, and we use all of the extra-curricular and recreational opportunities that our unique location offers. DBS recognises that clubs and societies are key to enhancing and enriching a student's experience while in college. So we encourage all our students to get involved. Besides

doing something that they love and enjoy, they will meet new friends with similar interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

8.6 Societies

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

8.7 IT Helpdesk

DBS administration, facilities and IT support services will provide support. IT can be contacted for support by logging a ticket on the Service Desk.

8.8 DBS Library

Multiple supports can be accessed through the Library and Academic Hub. Multiple support classes are available. To see the range of support classes available, or to book a support class please visit the library page: <https://libcal.dbs.ie/calendar?cid=-1&t=g&d=0000-00-00&cal=-1&inc=0>

Section 9 My Health and Wellbeing

9.1 Counselling Services

DBS offers a free confidential counselling service for all students. This is provided through our counselling partners, MyMind.ie, ensuring confidentiality and a guaranteed appointment with a counsellor within 72 hours. Since COVID-19 these are all provided via on-line and video link services.

To access counselling please email the [Student Welfare Officer](#) who will arrange to meet with you and discuss your needs in a sympathetic and confidential manner.

9.2 Disability and Inclusion

DBS have a dedicated Disability and Inclusion Officer who works closely with other areas of the college including Faculty, the Library, and Exams to ensure that any student's special needs are catered for.

The purpose of the Disability Supports Service is to ensure that programmes and facilities are accessible to students with disabilities, long-term medical conditions, and long-term mental health conditions. The Disability Supports Service aims to provide support for these students to assist in their achievement of educational goals. Eligible students should register with the Disability Supports Service to ensure they receive the appropriate assistance during their studies.

We encourage you to register with the [Disability Supports Office](#) as early as possible to avail of support and accommodations. We recommend that:

- Students should contact the Disability and Inclusion Officer to make an appointment to discuss their requirements.
- Students must produce a professional assessment of their disability or medical certification of their condition.
- The Disability and Inclusion Officer will set up the required accommodations.
- Students may liaise with the Disability and Inclusion Officer throughout their time in DBS.

All students who register with the Disability Supports Office are entitled to double the allowance and double the loan period of Library material. Students may also avail of a one-to-one session with the Information Skills Librarian on how to find, evaluate, cite and reference information.

9.3 Student Well-Being Programme

The student Calendar focuses on Health and Welfare early in the College Year, with themed weeks on Mental Well-being, Disability Awareness, and Consent, within the first five weeks of College. These weeks specifically make incoming students aware of the support that they have, both at an institutional and peer level. DBS facilitates regular student well-being and mental health workshops along with Jigsaw, The National Centre for Youth Mental Health. These are compulsory for all student officers, and club and society officers, and are open to all other students. We also run regular dyslexia workshops which are always excellently attended.

9.4 The Student Engagement and Success Unit

Dublin Business School (DBS) welcomes and supports all new entrants in their transition to third-level education. As part of this commitment, DBS has established a Student Engagement and Success Unit (SESU), which aims to help all new students at DBS transition successfully into Higher Education. Starting the first year of college is a transition in everyone's life. SESU is there to help learners make this transition, so if learners are having difficulty settling into college or simply making a start in their programme, SESU is there to help.

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 2025/26. These include SESU Drop-in sessions – Tea & Talk, SESU Workshops for Numerical Skills, Academic Writing & IT Skills and Research skills & referencing delivered by our Award-Winning Library Team. Our Peer Mentor Programme also provides peer support across all programmes throughout the academic year.

There may be times when learners will need support and assistance with their studies or with personal issues and SESU is there to help.

SESU also keeps abreast of developments in the field of student engagement, curriculum design, policy, writing, and teaching learning and assessment.

Section 10 Conclusion

We hope you have found the programme handbook helpful. If you have any queries, please contact your Academic Director or Programme Coordinator. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!