



# Higher Diploma in Business

Level 8, 60 ECTS

## Programme Handbook

2023/ 2024

## Foreword

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

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. We have 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!

*Tony*

Dr Tony Murphy

Academic Dean

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## Section 1 Programme Information

### Welcome Message from Academic Director

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

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

Thanks to those of you who attended the induction programme, I do hope it was helpful to you, and it was an early opportunity for me to meet you and you to meet with other students on the same programme.

*Rita*

**Dr Rita Day**

**Academic Director - Business, Law, and Marketing**

## 1.1 Programme Administration

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

- **Academic Director**

The Academic Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.

- **Assistant Academic Director**

The Assistant Academic Director has responsibility of working with the Academic Director across all elements of programme development and delivery. They are responsible for overseeing programme team meetings and work to ensure all programmes developed and run are of a high academic standard.

- **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. Programme Level Manager is a direct point of contact for students on the programme.

- **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.

- **Module Leader**

The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment, and completion of the module. Module leaders work hard to ensure a high-quality teaching and learning experience for all students.

## 1.2 Main Points of Contact for the programme

Position	Name	E-mail
<b>Programme Coordinator</b>	Danielle Fernandes	<a href="mailto:academicoperations@dbs.ie">academicoperations@dbs.ie</a>
<b>Programme Level Manager</b>	Tanya Zubrzycki	<a href="mailto:tanya.zubrzycki@dbs.ie">tanya.zubrzycki@dbs.ie</a>
<b>Assistant Academic Director</b>	Tanya Zubrzycki	<a href="mailto:tanya.zubrzycki@dbs.ie">tanya.zubrzycki@dbs.ie</a>

### 1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: [firstname.lastname@dbs.ie](mailto:firstname.lastname@dbs.ie)

The programme team list below is indicative and is subject to change.

Module Stage	Module Title	Module(s) *subject to change
Award	Marketing	Brenda Muldowney
Award	Business ICT	Bernie Lydon
Award	Legal Issues for Business	Mike Venn
Award	Professional Skills for Personal Development	Barnaby Taylor
Award	Economics	Vincent Hunt
Award	Management and Organisational Behaviour	Darina Reilly
Award	Human Capital Management	David Wallace
Award	Strategic Marketing	Mary Morgan
Award	Business Finance	Michael Ellis
Award	Innovation and Entrepreneurship	David Duff
Award	Business Strategy (Capstone)	Vincent Hunt

*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 supports.*

## Section 2 Programme Details

### 2.1 Aims of the Programme

The Higher Diploma is a one year full-time (two semesters) or eighteen months part-time programme (three semesters), which aims to provide learners with the fundamental skills of business administration and create, in the learner, a diversity of cross-enterprise skills necessary in today's competitive and evolving market. The programme aims to provide an integrated, balanced, and dynamic business education to enable the learner to develop theoretical knowledge and practical skills to critically analyse, evaluate, and implement strategic solutions to business opportunities and challenges and generate valuable business insights. The programme is designed as a conversion course for graduates who wish to convert their previous learning and experience and enter the business world maximising opportunities and progression therein.

The programme is designed to provide the learner with a wide range of modules such as Management and Organisational Behaviour, Marketing, Business ICT, Legal Issues for Business, Economics, Human Capital Management, Strategic Marketing, Innovation and Entrepreneurship, Business Finance, Professional skills for Personal Development and Business Strategy (Capstone module). The range of modules reflects the needs of the market and the core business functions. The modules are a true reflection of the requirements of an interdisciplinary workplace and are developed and updated in line with the requirements set out in Horizon 2020 and Ireland's National Skills Strategy 2025 as well as industry and student feedback (See Section 3).

Learners who complete the Higher Diploma in Business will develop business acumen through formative and summative assessments, which capture the resilience and agility required of graduates in contemporary and diverse business environments. The need and relevance of agility for an organisation is bedded in each module delivery and assessment, and the learner will see how and why an organisation must function to ensure profitability, sustainability, relevance, and growth.

The programme is rooted in creating a well-rounded business graduate whose insights will inform strategic business decisions, from financial to people management, designed to increase productivity, profitability and an organisation's value and market share. The programme enables the learner to commence their career in business as well as underpinning further business postgraduate studies.

The specific programme objectives are to:

1. Equip learners with an understanding of the theory and principles underlying business function(s) and administration.
2. Advance in learners an appropriate expertise in the major aspects of business, and an awareness of core disciplines.
3. Develop a range of key interpersonal skills, characteristics, and attitudes to learners to work professionally, individually and in a team.
4. Cultivate in learners a range of key skills, personal qualities, and attitudes essential to support progression to a career in business or to further academic study.
5. Develop a learner capacity to organise diverse information, arguments, and conclusions and present them in a clear coherent way.
6. Relate business principles, concepts and theories and frameworks to a wide range of business and industry settings.



7. Understand the various functions of business and demonstrate this awareness by producing a multi-faceted and innovative business strategy.
8. Enable learners to apply their learning through in their professional lives reflecting their professional and personal development.

Overall, the programme aims to create in learners a critical understanding of core business functions as well as strategic business management, while also enhancing the innovative capability, practical, transversal, and vocational skills of the learners to ensure the success of graduates in the business environment.

## 2.2 Programme Learning Outcomes

Upon successful completion of the programme, learners will be able to:

<b>MIPLOs</b>	<b>Learning Outcomes</b>
<b>MIPLO 1</b>	Demonstrate strong business knowledge across the theory and principles in the major aspects of business, and core disciplines.
<b>MIPLO 2</b>	Critically analyse academic theories and business concepts within the global environment.
<b>MIPLO 3</b>	Apply appropriate frameworks and models to a range of business scenarios.
<b>MIPLO 4</b>	Implement innovative, rational, and methodical approaches to solving complex business problems in a practical business situation.
<b>MIPLO 5</b>	Appraise strategic solutions to business challenges, generating valuable business insights in groups or individually.
<b>MIPLO 6</b>	Demonstrate an ability for personal and professional development, advancing transferable skills in variable and non-familiar contexts.
<b>MIPLO 7</b>	Proceed in an independent, professional, and ethical manner to further studies and/or employment.

## 2.3 Programme Structure

Semester one lays the groundwork for the programme and encompasses foundational modules on Management and Organisational Behaviour, Marketing, Business ICT, Legal Issues for Business, Economics and Professional skills for Personal Development which build a thorough understanding of the relevant concepts of Marketing and Management a proficiency in the use of ICT and the interpretation of Legal Issues for Business. Semester two builds on this by covering Human Capital Management, Strategic Marketing, Business Finance, Innovation and Entrepreneurship, and capstone module: Business Strategy which gives the learner a more strategic and critical approach to business and business administration. Therefore, graduates will have the skills necessary to move into a management role within a variety of business functions such as marketing, people management or management of a department such as ICT within an organisation. They will have the business expertise to take a strategic view of business opportunities and challenges, and graduates will effectively integrate cutting edge analytics into decision-making in their company. In this way, the Higher Diploma in Business offers a consolidated and emphasised focus on strategic business decision-making fully

integrated with personal and professional skills development as an effective means to improve business performance, productivity, and efficiency.

## 2.4 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 8 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland.

## 2.5 Other Relevant Programme Information

### Module outline

Stage label	Module title	ECTS	Module synopsis
Award	Management and Organisational Behaviour	5	The module aims to provide learners with the key concepts of organisational behaviour and management with a focus on the academic management theories and models and their interpretation. The module underpins how to manage individuals and groups leading to an increase of human capital in an organisation and enhanced organisational performance.
Award	Marketing	5	The module is an introduction to the various theories of Marketing. Learners will reflect on the various concepts and theories of Marketing dominating the field of Marketing. Learners will be encouraged, through a case study-based approach to develop a rounded view of marketing within the context of an organisation.
Award	Business ICT	5	The module focuses on the role information systems (IS) play in the modern business environment. Learners will gain insight into how information systems play a key part in enabling different types of innovation and in gaining competitive advantage. It is imperative that learners gain an appreciation of IS security, privacy and ethical aspects when managing in the digital world and in this module they will apply their skills throughout to a design project.
Award	Legal Issues for Business	5	The module aims to provide learners with an underpinning as to how the Irish legal system operates and a foundation in the fundamental principles of law as they are pertinent to the business world. The module considers the key aspects of business law including contract, tort, consumer, employment, and commercial law and demonstrates to learners both the legal constraints and obligations impacting commercial enterprise. The module underpins the appropriate and relevant academic legal theories and principles enabling the learner to appraise, interpret and apply such theories and principles to a range of business opportunities and challenges.
Award	Economics	5	The module aims to provide learners with the key economic concepts and provides learners with an understanding of the

Stage label	Module title	ECTS	Module synopsis
			global economy and its connection to organisations, individuals and society. The module introduces the learner to the concept of the free market and Keynesian ideology and applies the theoretical framework of economics to enable the learner develop an erudite view of the major solutions to economic problems arising from production and distribution of goods and services
Award	Professional Skills for Personal Development	5	The module aims to improve learners' employability through learner actions. Learners are required to research the labour market and are supported in working towards achieving their desired career outcome by specialised staff and module tutors. The ability of learners to critically reflect on their personal skills development and apply this to other learning activities will be enhanced. In addition to being in possession of employer-relevant knowledge, skills and attitudes is not enough for a learner to enter and move within the labour market, and to realise their potential, learners need to be capable of exploiting their assets, of marketing them and selling them. This module will task learners with the development of an integrated and personal strategy to market their skills, competencies and personal attributes for success.
Award	Human Capital Management	5	The module aims to provide learners with the key structures and frameworks, which comprise human capital management, specifically: talent planning, management and resourcing and their strategic role within an organisation. The module evaluates the significance of managing an organisation's employees, relays, and relates their contribution to the overall productivity of an organisation focusing specifically on the pursuit of competitive advantage and sustainability.
Award	Strategic Marketing	5	This module provides learners with the opportunity to reflect on real marketing case studies and analyse these. A series of case studies will be selected at the beginning of this course as these relate to current issues in Marketing. Learners will be exposed to a variety of industries and will have the opportunity to apply the body of knowledge they have acquired in previous marketing modules. Case studies will be presented in class and students will be required to come prepared to participate actively in the class.
Award	Business Finance	5	The module incorporates the areas of financial management and financial accounting necessary for a business graduate in a management position. The module provides knowledge and understanding of the principles and concepts that underpin financial accounting within the context of business finance. The module will provide knowledge and understanding of the key financial opportunities and challenges faced by managers and enable the implementation of contemporary management solutions for the individual, groups and the organisation. The module provides a platform from which the learners can assess the principles and concepts, which underpin financial

Stage label	Module title	ECTS	Module synopsis
			accounting to ensure appropriate financial solutions, which lead to sustainable and ethical decision making within the business environment.
Award	Innovation and Entrepreneurship	5	Innovative and entrepreneurial education focuses on the development of skills or attributes. The module aims to review and introduce the portfolio of skills and competencies required of effective entrepreneurs, introduces students, and makes them aware of different perspectives, theories, research underpinning entrepreneurship, and innovation. This module immerses the student in the world of creative business and marketing thinking, helping them to prepare for employment or further study. They will develop their entrepreneurial and innovative skills within a business context and allow students to apply them to real life situations.
Award	Business Strategy	10	<p>The module will provide the learner with the knowledge, skills and tools 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 of the nature of strategy content, and of strategic processes in a variety of industry and organisational settings.</p> <p>This module is a Capstone as it synthesises learning ensuring graduates are capable of research and development leading to sustainability and growth of an organisation.</p>

## 2.6 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L modes include:

Mode	Description
In-class	Where the lecturer and all the students are in the class.
Live Online	Where the lecturer and all of the students are online at the same time (Zoom sessions) Here you are online at the same time in a Zoom room or digital communication platform as your lecturer.
Hybrid	Where some of the students are online (Zoom sessions) and some are in the class (In class/onsite) and the lecturer is either in-class or online
Pre-Recorded	Where the lecturer pre-records a session
On Demand	Where the lecturer has prepared teaching content or activities and made it available to you online for you to engage with at your own convenience

Examples of T&L approaches include:

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

Examples of T&L Activities include:

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

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

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture 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 as well as in your Module and Assessment Guides.



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

## Section 3 Assessment

### 3.1 Introduction to Assessment

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

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

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator 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.

### 3.2 Assessment Brief

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

Stage	Module	ECTS	Assessment
Award	Management and Organisational Behaviour	5	Continuous Assessment: 50% Case study or real-life project Whole class feedback Exam: 50%
Award	Marketing	5	Continuous Assessment: 50% Research Paper: academic research essay based on a literature review Whole class feedback Exam: 50%:
Award	Business ICT	5	Continuous Assessment: 50% Project, small scale systems development project Feedback on progress throughout

Stage	Module	ECTS	Assessment
			Exam: 50% Laboratory (practical) individual exam
Award	Legal Issues for Business	5	Continuous Assessment: 50% Case study-based problem-solving exercise involving a variety of different business law issues with a group briefing document group presentation Exam: 50%
Award	Economics	5	Continuous Assessment:30% Individual in class MCQs Multiple-Choice Questions Exam: 70% Exam with one seen question applying theoretical frameworks
Award	Professional Skills for Personal Development	5	Continuous Assessment: 100% Assessment 1 20% Preplanning for a Leadership event Assessment 2 70% Organising and execution of a Leadership event Assessment 3 10% Post event written reflection
Award	Human Capital Management	5	Continuous Assessment: 100% Assessment 1 100% Interview with a Human Resource manager
Award	Strategic Marketing	5	Continuous Assessment: 50% Group Presentation of a case study 25% Whole class feedback Individual written case study 25% Individual feedback Exam: 50%
Award	Business Finance	5	Continuous Assessment: 40% Group Assessment 40% Whole class feedback Exam: 60%
Award	Innovation and Entrepreneurship	5	Continuous Assessment: 100% Group Assignment Proposal 30% Group Assignment Report 60% Individual Reflection 10%
Award	Business Strategy	10	Continuous Assessment: 100% Case study: 80% Group Presentation: 20%

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2022*. Special regulations are defined on the course schedule. Where a learner is found to require additional learning support, the Disability and Inclusion Offer will identify appropriate support or liaise with the lecturer in conjunction 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 refer to the DBS Quality Assurance Handbook (QAH) for further 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, and therefore all reassessments will conform in structure and subject matter to the original assessment, with the scope of group assessments being reduced as appropriate for individual assessment.

### 3.4 General Submission Requirements

1. All 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 as instructed through Moodle will 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 the Helpdesk.
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.

### 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 personalised timetables.

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

If you have any problems with your timetable or require technical support, please log a ticket at [servicedesk@dbs.ie](mailto:servicedesk@dbs.ie).

## Section 4 Academic Calendar

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

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

## Section 5 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](#) and 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 given below. The QAH should be your first port of call if you have a question about College regulations, or require assistance with a matter such as an appeal or complaint, for example.

### QAH Table of Contents

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

## 5.1 Key Assessment Regulations

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

#### LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3)

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

#### PMCs (QAH B.4.3)

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

PMC  
FORM

LEARNER  
SUPPORTS

#### CAPPED MODULE GRADES (QAH 5.5.3)

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

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

## Quality Assurance Handbook

(2019)

#### LATE SUBMISSION PENALTY (QAH B.5.4)

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

ASSESSMENT EXTENSION  
REQUEST FORM

#### ACADEMIC INTEGRITY (QAH B.3.3)

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

LIBRARY SUPPORT -  
REFERENCING

#### APPEALS (QAH B.3.5)

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

APPEALS, VERIFICATION, VIEW SCRIPTS  
POLICIES & FORMS

## 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 Learner Charter was revised in early 2022 to reflect the challenges of engagement, defines a number of DBS and learner commitments that will foster a supportive, constructive and positive learning environment for students at DBS. The DBS 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 allow you to self-improve across all of the skills employers require from graduates.
- Understand the individual Careers pathway developed for your programme, by following and fully participating in this pathway you will enhance your Career and employment prospects.
- Listen to weekly podcasts with industry influences and leaders
- Attend weekly Careers workshops which have been specifically developed to equip our students for the modern employment market
- Attend Industry events and get the opportunity to talk to recruiters directly
- Have one-to-one sessions with a Careers Coach, which can include areas such as networking, CV preparation, interview skills, job search and building a successful LinkedIn profile.
- have formal and informal opportunities to improve your scores across defined skills, knowledge and attributes that employers are looking for in Graduates.

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

## Section 8 My Student Life

### 8.1 Peer Mentor Programme

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

### 8.2 Class Reps

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

### 8.3 Student Council

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

### 8.4 Student Entertainment

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

### 8.5 Social

College Life is about much more than just education. Through our broad range of clubs and societies, our students get to enjoy the full student experience, which extends beyond lectures and exams. The DBS Campus is Dublin City Centre, and we use all of the extra-curricular and recreational opportunities that our unique location offers. DBS recognises that clubs and societies are key to enhancing and enriching a student's experience while in college. We, therefore, encourage all of our students to get involved. Besides doing something that they love and enjoy, they will meet new friends with similar



interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

### **8.6 Societies**

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

### **8.7 IT Helpdesk**

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

### **8.8 DBS Library**

Multiple supports can be accessed through the Library 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.

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

### 9.2 Disability and Inclusion

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

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

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

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

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

### 9.3 Student Well-Being Programme

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

### 9.4 The Student Engagement and Success Unit

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

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 2023/24. These include SESU Drop-in sessions – Tea & Talk, SESU Workshops for Numerical Skills, Academic Writing & IT Skills as well as Research skills & referencing delivered by our Award-Winning Library Team. Our Peer Mentor Programme also provides peer support across all programmes throughout the academic year.

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

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

## Section 10 Conclusion

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

Enjoy your time at DBS!