Bachelor of Arts in Applied Social Care,
Level 7, 180 ECTS

Bachelor of Arts (Hons) in Applied Social Care,
Level 8, 240 ECTS

Programme Handbook

2021/22

Foreword

Welcome to DBS where we will help you realise your ambition. We have an international reputation for delivering a high-quality student experience 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. Our campus is in Dublin's city centre and comprises four buildings where nationalities from over 95 countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from business to data science, cybersecurity to artificial intelligence, marketing to psychology, accounting and finance through law, film, and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and continuing to deliver an out-standing student experience.

This year coming contains many significant challenges for higher education providers due to the COVID-19 pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

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 intend that, through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

Kerry

Dr Kerry McCall Magan

Head of Academic Programmes

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Section 1 Programme Information

Welcome Message from Course Director

Hello and a very warm welcome to Dublin Business School. My name is Dr Rosie Reid and I am the Course Director for your Applied Social Care programme.

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

DBS has built on a reputation of "Excellence through Learning" and we pride ourselves on our ability to design and deliver programmes which are academically rigorous and innovative whilst ensuring they meet the demands of an ever-changing inter-disciplinary field of research and practice and professional standards and requirements. All faculty members are experienced tutors who are specialists in their chosen field. As well as being highly qualified academically, they are also actively engaged in research and practice, bringing a wealth of experience to the classroom that feeds directly into your learning experience.

I look after the undergraduate programmes for the Human and Social Sciences discipline, which include the BA and BA (Hons) in Applied Social Care and the postgraduate programmes, including the MSc in Applied Psychology. I work closely with your Programme Coordinator, Subject Leader and your lecturers.

Your student portal is a one stop shop for accessing your email, timetables and more. I would like to note the DBS email assigned to you. It is important that you correspond with DBS staff using this email only. We will send a number of important communications to this email during your studies. This information and more, is available in your Student Handbook, which can be accessed via students.dbs.ie/academic operations

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

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

Rosie

Dr Rosie Reid
Course Director for Human & Social Sciences

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 Course Director or Programme Coordinator. If they cannot tackle the question or problem themselves, they can help you identify the person who can and they will refer you on to them. Below is short description of the people you will meet on your programme:

● **Course Director**
The Course 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.

● **Programme Coordinators**
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.

● **Subject Leader**
The SL is responsible for co-ordination of the organisation and delivery of the programme, and for the management and support of learners on the programme. The SL has an important role in mentoring learners and providing them with guidance and support on both academic and non-academic matters related to learner life. The core purpose of the subject leader role is to provide professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources.

● **Module Leader**
ML is responsible for constructing and delivering the individual modules. These are frequently specialists or practitioners in their particular field. In some cases, a module will be delivered by more than one lecturer, in which case the ML is the main person responsible.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Samantha Hickey	samantha.hickey@dbs.ie
Course Director	Dr Rosie Reid	rosie.reid@dbs.ie
Subject Leader	Paul Halligan	paul.halligan@dbs.ie

1.3 Programme Team

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

This is an indicative list and is subject to change.

Module Title	Module Leader
Year 1	
Professional Practice 1: introduction to practical care skills and support	Emma Vaughan
Learning to Learn	Vanessa Hogarty
Social Care in Practice	Colin Patton
Social policy and law for social care 1	Maryrose Molloy Stephen Henderson
Psychology through the lifespan 1	Bernadette Quinn
Mental Health Promotion and Awareness	Paul Halligan
Sociology for social care 1	Anna Wolniak
Year 2	
Psychology through the lifespan 2	Bernadette Quinn
Social policy and law for social care 2	Maryrose Molloy Stephen Henderson
Professional Practice 2; therapeutic approaches in the caring professions	Paul Halligan
Health promotion and awareness	Stephen Henderson
Placement 1	Colin Patton
Year 3	
Abnormal Psychology	Bernadette Quinn
Social Psychology	Bernadette Quinn
Social policy and law for social care 2	Maryrose Molloy Stephen Henderson
Professional Practice 3; teamwork and facilitation skills	Paul Halligan
Understanding Addiction	Siobain O'Donnell
Sociology for Social Care 2	Anna Wolniak
Placement 1	Colin Patton

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.

This year coming contains many significant challenges for higher education providers due to the COVID pandemic. At DBS we have met this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

Section 2 Programme Details

2.1 Aims of the Programme

1. Provide a programme which combines academic depth with appropriately rigorous skills training in the area of social care

2. Provide learners with the knowledge, skills and competencies which will enable them to function as a professional, effective and accountable social care practitioner

3. Facilitate learner knowledge of professional social care practice and the roles of the social care professional.

4. Enable learners to integrate their practical and theoretical knowledge to enable them to make an immediate impact in the workplace.

5. Provide graduates with the underpinning academic knowledge to enhance their educational and employment opportunities and provide social care skills that will be of lasting value to them as social care practitioners.

6. *It is intended that the programme will meet the criteria set by the Social Care Regulatory Board, which has been established by CORU.* **Learners must meet CORU's Standards of Proficiency in order to apply to join the register of Social Care Workers (intended to open in 2023)**

CORU Standards of Proficiency

2.2 Programme Learning Outcomes

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

MIPLO	Learning outcome
MIPLO1	Be equipped with the underpinning knowledge, understanding and skills in the field of social care to enable employment in the sector at practitioner level.
MIPLO2	Have developed a level of understanding that supports the application of, ethical considerations, standards of current best practice and recommendations appropriate to professional practice in social care.
MIPLO3	Be able to apply knowledge in understanding to the role of the individual as the centre of care planning and social care practice.
MIPLO4	Have gained practical experience in the social care environment through practical skills training and placement.
MIPLO5	Be able to examine the current evidence from a range of sources and apply to practice situations to frame coherent questions and produce written reports

MIPLO6	Be capable of strong critical reflection and analytical ability with respect to service delivery including organisational norms, cultures and practice and continuing self-directed learning.
MIPLO7	Be capable of working effectively within a multi-disciplinary team in the provision of care understanding team dynamic and the role of the social care practitioner.
MIPLO8	Be able to demonstrate appropriate communication and facilitation skills across differing settings, purposes and audiences.
MIPLO9	Have developed observational skills to be able to give a factual, objective and detailed accounts of events and behaviours both in a routine context and in relation to the protection of vulnerable adults and children where necessary advocating on their behalf
MIPLO9	Have acquired a level of professionalism suitable for a social care practitioner including, but not limited to, being accountable and taking responsibility and being capable of independent decision making.

2.3 Programme Specific Regulations

Your goal is to achieve **180 credits** and to achieve the best award classification possible.

The following information is specific to the course so please read carefully.

In order to comply with the required Standards of Proficiency, you must attend 80% of the following modules:

Year 1: Professional Practice 1; Introduction to Care Skills and Support and Social Care in Practice

Year 2: Professional Practice 2: Therapeutic Approaches in the Caring Professions

Year 3: Professional Practice 3: Teamworking and Facilitation Skills

Failure to meet this requirement will mean having to repeat the module. However, regular attendance in *all* classes will be required to meet the Learning Outcomes and ensure good grades. You must also complete the Declaration at the start of your studies demonstrating your compliance with the requirements of the course. These include being Garda vetted, achieving the necessary certificates and attending any mandatory workshops (some of which may be scheduled on Saturdays or evenings, though these will be kept to a minimum).

 IMPORTANT. In order to meet the CORU Standards of Proficiency, all students must complete a *total of 800 hours of appropriate placement*. These begin in the second year of study for full-time students. Part Time learners complete the degree over four years so may spread the placement from second year onwards. Placement takes place over the course of the academic year but can only begin when a placement has been approved by the Placement Coordinator, Mr Colin Patton. See the Placement Handbook for details. While we understand the need to balance study with work, family

etc. it is expected that students manage their time to allow commitment to their studies. Working in social care involves a commitment which begins during your studies at DBS.

BA in Applied Social Care Level 7

Stage/Level	Module Code	Module Title	Credits	% Award Weighting
Stage 1 **Level 6 (QQI)**	**A6SC001**	Professional Practice 1: introduction to practical care skills and support	10	**None**
	A6SC002	Learning to Learn	5	
	A6SC003	Social policy and law for social care 1	10	
	A6SC004	Mental Health Promotion and Awareness	10	
	A6SC005	Psychology through the lifespan 1	10	
	A6SC006	Sociology for social care 1	10	
	A6SC007	Social Care in Practice	5	
	TOTAL CREDITS LEVEL 6		**60**	
Stage 2 **Level 7 (QQI)**	**A7SC008**	Professional Practice 2; therapeutic approaches in the caring professions	10	**20%**
	A7SC009	Health Promotion and Awareness	10	
	A7SC010	Social policy and law for social care 2	10	
	A7SC011	Disability Studies	10	
	A7SC012	Psychology through the lifespan 2	10	
	A7SC013	Placement 1	10	
	TOTAL CREDITS LEVEL 7		**60**	
Stage 3 **Level 7 (QQI)**	**A7SC015**	Abnormal psychology	5	**80%**
	A7SC019	Social Psychology	5	
	A7SC016	Social policy and law for social care 3	10	
	A7SC017	Understanding Addiction	10	
	A7SC014	Professional Practice3;teamworking and facilitation skills	10	
	A7SC018	Sociology for social care 2	10	
	A7SC020	Placement 2	10	

	TOTAL CREDITS LEVEL 7	**60**	
	OVERALL TOTAL CREDITS	**180**	**100%**

2.4 Other Relevant Programme Information

Upon completion of the BA, learners may complete a fourth year at Level 8 to achieve BA (Hons) in Applied Social Care

Module title	Credits
Management in social care	10
Principles and Practice of Social care management	10
Organisational Psychology	10
Social policy and social change	10
Social care research methods	10
The Social Care project	10
Total credits	**60**

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 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 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 and an external examiner. This is to ensure fairness, consistency of marking and the correct standard across all assessment. Results are always provisional until they are approved by the External Examiner and are processed through the programme Exam Board. The purpose of an Exam Board is to formally ratify results and determine award classification (for more information please refer to the *Quality Assurance Handbook*).

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

3.2 Assessment Schedule

N.B. overview may be subject to changes early in the academic year if required.

Assessment Schedule for BA and BA (Hons) in Applied Social Care

Module	Lecturer	Assessment Description
Year 1		
A6SC001 Professional Practice 1: Introduction to Care Skills and Support	Deirdre O'Connor	CA1 Demo of practical skills CA2 Practical reports CA3 Group Project
A6SC002 Learning to Learn	Vanessa Hogarty FT	CA1 Participation CA2 Writing/research task CA3 Reflective journal
A6SC003 Social Policy and Law for Social Care	Maryrose Molloy/Stephen Henderson **FT** /Stephen Henderson **PT**	CA1 Class test CA2 Essay CA3 Reflection
A6SC004 Mental Health	Paul Halligan	CA1 SAQ test

Promotion and Awareness		CA2 Case study analysis CA3 Awareness campaign
A6SC005 Psychology Through the Lifespan1	Bernadette Quinn **FT** Nicola Elmer **PT**	CA1 In-class test CA2 Presentation/summary Exam
A6SC006 Sociology for Social Care1	Annette Jorgensen FT Vanessa Hogarty PT	CA1 Essay CA2 Journal Exam
A6SC007 Social Care in Practice	Hilary Walsh	CA1 Care Plan CA2 Communication exercise
Year 2		
A7SC008 Professional Practice2; Therapeutic Approaches in the Caring Professions	Paul Halligan	CA1 Case study analysis CA2 Project on creative therapies
A7SC009 Health Promotion and Awareness	Annette Jorgensen	CA1 Reflection CA2 Promotion campaign CA3 Case study
A7SC010 Social Policy and Law for Social Care 2	Maryrose Molloy/Stephen Henderson	CA1 Policy Review CA2 SAQs CA3 Reflection
A7SC011 Disability Studies	Hilary Claffey	CA1 SAQ CA2 Record-keeping exercise and report
A7SC012 Psychology Through the Lifespan 2	Bernadette Quinn	CA1 In-class test CA2 Report Exam
Year 3		
A7SC014 Professional Practice 3: Teamworking and Facilitation Skills	Paul Halligan	CA1 SAQs CA2 Case Study CA3 Facilitation task
A7SC015 Abnormal Psychology	Bernadette Quinn	CA1 Research Report CA2 Poster
A7SC016 Social Policy and Law for Social Care 3	Maryrose Molloy	CA1 Policy review CA2 Class test CA3 Reflection
A7SC017 Understanding Addiction	Siobain O'Donnell	CA1 Case study CA2 Portfolio
A7SC018 Sociology for Social Care 2	Anna Wolniak	CA1 Essay CA2 Class test CA3 Reflection
A7SC019 Social Psychology	Bernadette Quinn	CA1 Research Report CA2 Poster

All assessment in this programme conforms to the DBS assessment regulations informed by QQI Assessment and Standards, Revised 2013. Special regulations are defined on the course schedule. Where a learner is found to require additional learning supports, the Learner Support Coordinator Jane Buggle will identify appropriate support or an alternative assessment instrument. This will be agreed with the Registrar's Office and will be in accordance with the DBS Assessment Regulations. Please refer to 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 assessment on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. 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 hand writing answers to ensure that your writing is legible.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the Learner Supports Service well in advance of any assessment or exam dates.

3.3 Reassessment

Learners who fail a module will be required to submit one or more Repeat Assignments in the Summer, usually by the end of July. Note that you may fail one continuous assessment and still pass the module- make sure to look at your overall final score-40 is a pass. If in doubt check with your lecturer or with the Course Administrator. Where an exam is failed, you will have the opportunity to take a resit exam at the end of the Summer.

If you have to repeat any module in your final year (the Award year), you can only receive a pass degree.

It is advised that you submit every assignment, even if you feel that a piece is not up to standard. Any score is better than zero and that score may be the difference between a pass and a fail, or between one grade band and another.

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 through Moodle may not be graded.
3. Online assignments must be submitted **no later than the stated deadline:**
   - Late submissions (up to 14 days) will receive the Late Submission penalty (see *QAH* Section B Part 5.4);

- After 14 days, late submissions will be awarded **0%**.
4. Extensions to assignment submission deadlines will be not be granted, other than in exceptional circumstances:
    - To apply for an extension please go to https://servicedesk.dbs.ie/HEAT/ and complete the *Assignment Extension Request Form* Ticket 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* Ticket, with supporting documentation, to your Programme Coordinator
5. Students are required to retain a copy of each assignment submitted.
6. Dublin Business School penalises students who engage in Academic Impropriety (i.e. plagiarism, collusion, copying, essay mills, etc.):
    - Refer to the *QAH* Part B Section 3.3 for further information on Academic Impropriety and the potential penalties;
    - Refer to the Library for information on correct referencing, and support classes.

3.5 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The BA in Applied Social Care is positioned at Level 7 on the National Framework of Qualifications (NFQ), a framework for the development, recognition and award of qualifications in Ireland. The BA (Hons) is positioned at Level 8.

3.6 Useful links and tips

Door codes for Bow Lane and Balfe Street are available at Reception desks.
Once registered, a learner should use the calendar in their student email account for personalised timetables.
. www.dbs.ie
. https://elearning.dbs.ie/ (Moodle)
. www.mydbs.ie (student email)
. tts.dbs.ie for generic timetables
. https://library.dbs.ie/
. Lorls.dbs.ie (to access your reading list online)
. esource.dbs.ie (repository of student and faculty research)
. servicedesk.dbs.ie (to log support queries or issues)

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

Section 4 Academic Calendar

The academic calendars can be found on the DBS website:
https://students.dbs.ie/academicoperations/academic-calendars

It shows the term dates, as well as reading weeks, the Christmas break, and the exam session, including the repeat exams.
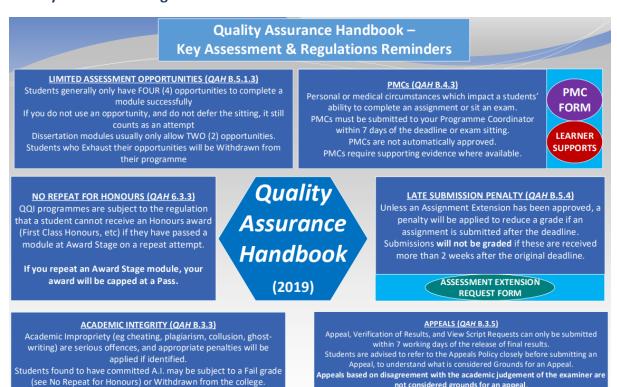
Section 5 Quality Assurance Handbook

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

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

NO REPEAT FOR HONOURS (*QAH* 6.3.3)
QQI programmes are subject to the regulation that a student cannot receive an Honours award (First Class Honours, etc) if they have passed a module at Award Stage on a repeat attempt.

If you repeat an Award Stage module, your award will be capped at a Pass.

Quality Assurance Handbook (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 Conclusion

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

Enjoy your time at DBS!