



Higher Diploma in Counselling and Psychotherapy

Level 8, 60 ECTS

Programme Handbook

2020/21

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 Psychotherapy programme.

You have made the right choice on deciding to study at Dublin Business School. We are Ireland's largest independent third-level institution, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study Counselling and Psychotherapy 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 interdisciplinary 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 which include BA (Hons) in Counselling and Psychotherapy and the postgraduate programmes including the MA in Psychotherapy. I work closely with your Programme Coordinator and your lecturers. Some examples of areas that I can assist with include:

- Academic planning and choices
- Navigating Moodle
- Assignments and Examinations

Your student portal is also 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
Acting Course Director for Human & Social Sciences

1.1 Programme Administration

Coordinator Roles in the Department of Psychotherapy

The Department of Psychotherapy also has a number of coordinator roles arising from the specific requirement that the programmes in the Department be delivered predominantly by practitioner-teachers. This follows distinctions in the modules delivered on some of the programmes between the experiential skills-based modules, the theoretical modules and supervision and process group modules. The coordinator roles receive administrative support from a designated member of the *Academic Operations Unit* in the College.

- **Training Officer**
Training Officer has responsibility for the coordination, organisation and delivery of the training modules on the BA (Hons) in Counselling and Psychotherapy, Higher Diploma in Counselling and Psychotherapy and the MA in Psychotherapy, that is, all modules entitled Counselling and Psychotherapy Skills and Theory and Practice as well as the Stress Response modules. The Training Coordinator oversees the Workshops on the MA programme. Finally, the Training Coordinator organises the mid-term and end of year feedback interviews and all interviews for admission onto our courses.
- **Academic Coordinator**
Academic Coordinator has responsibility for the coordination of the organisation and delivery of the theoretical modules across the BA (Hons) in Counselling and Psychotherapy, Higher Diploma in Counselling and Psychotherapy and the Masters in Psychotherapy. The Academic Coordinator also monitors assessment schedules for all programmes to ensure academic integrity. All PMC's must go through the AC.
- **Practicum Coordinator** has responsibility for the coordination of the organisation and delivery of the supervision modules, the process group modules as well as for the monitoring and recording of arrangements for personal psychotherapy and for individual supervision. The Practicum Coordinator collates all documentation to provide evidence that students have completed the requisite number of hours of personal psychotherapy, of process group and of individual supervision.
- **Clinical Placement Officer**
In DBS the Clinical Practice Officer works closely with learners to facilitate, indeed ensure, placement possibilities for all learners. The Clinical Placement Officer works closely with the Programme Leader, Trainers and Supervisors in the Department of Psychotherapy, attending regular Coordinator meetings for the Department. It is the role of the Clinical Placement Officer to develop and maintain placement possibilities for students on the psychotherapy training programmes in the Department of Psychotherapy. The Clinical Placement Officer vets and works closely with the centres of clinical placement and receives regular updated reports from them.
- **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

	Name	E-mail
Programme Coordinator	Laura Mulqueen	laura.mulqueen@dbs.ie
Acting Course Director	Dr Rosie Reid	rosie.reid@dbs.ie
Acting Subject Leader, Academic Coordinator & Placement Officer	Dr Siobáin O'Donnell	siobain.odonnell@dbs.ie
Training Officer	Martina Vaughan	martina.vaughan@dbs.ie
Practicum Coordinator	Rachel Murphy	rachel.murphy@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 Code	Module Title	Module Leader
Year One		
A8PP111	Stress Response I	Ray McKiernan John Phillips
A8PP109	Psychoanalysis	Monica Errity

A8PP110	Group Psychotherapy	Miriam Kavanagh
A8PP116	Counselling and Psychotherapy Skills 1 – Introduction	Rachel Murphy TBC (Derek McNamara) Heather Moore Wilma Millar
A8PP167	Traditions of Psychotherapy	Terry Ball Dr Mary Peyton 8
A8PP169	Theories of Development	Stephen McCoy
A8PP122	Process Group	Maggie O’Neill Miriam Kavanagh Gerry French Noel Keane Maryrose Kiernan
Year Two		
A8PP121	Stress Response II	Anne Kirwan Rhenda Sheedy
A8PP123	Research Methods & Minor Dissertation	Dr Gráinne Donohue
A8PP125	Psychopathology & Case Histories	Dr Mary Peyton Stephen McCoy
A8PP171	The Family in Psychotherapy	Stephen McCoy
A8PP172	Counselling & Psychotherapy II – Development of Therapeutic Relationship	Rachel Murphy Heather Moore TBC (Anne O’Brien) 2 groups am & pm
A8PP122	Process Group	Maggie O’Neill Gerry French

		Noel Keane
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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 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.

Section 2 Programme Details

2.1 Aims of the Programme

The Higher Diploma in Arts in Counselling and Psychotherapy consists of three interconnected strands which provide learners with a firm foundation in core academic issues, personal development and skills training. These three interconnected strands are: experiential training groups, personal development through the experience of psychotherapy and process groups. The successful combination of these three strands enables learners to receive a thorough grounding in the theoretical aspects that will inform their practice. The theoretical orientation of the programme is humanistic, psychodynamic from an integrative model and learners are introduced to the principles of psychoanalysis, developmental psychology, family systems, group psychotherapy and psychopathology. Learners are also supported and directed in personal development and self-care through engaging in personal therapy, stress response modules and process groups. Alongside knowledge of different forms of psychopathology and theories of psychotherapy and counselling, the programme therefore develops learners own experiential learning and personal development.

The general programme aims are to:

- Require learners to undertake their own personal psychotherapy, process group work and stress response practice for the duration of their training.
- Assess learners' progression through training in the skills and theories of humanistic/ psychodynamic psychotherapy and psychoanalysis in ways that are transparent, fair and meet the highest standards of professional practice.
- Equip learners with practical research methodology skills appropriate to the fields of counselling and psychotherapy.
- Provide learners who have graduated with a Level 8 qualification in a non-cognate discipline with an introduction to the skills and theories of humanistic/ psychodynamic psychotherapy and psychoanalysis.

The programme is constructed as a two-year part-time programme of 12 modules leading to an award of Higher Diploma in Arts in Counselling and Psychotherapy. This programme enables learners to graduate with a relevant qualification suited to a broad range of career and professional development options and progress on the path towards becoming a professional working in this field.

For learners who apply and progress to the Master of Arts in Psychotherapy, supervised clinical practice is added to the three strands. Personal psychotherapy, undertaken from year one of the Masters programme, is a requirement that is not represented in the modules of the course. The other major component of personal exploration and development, namely the Process Group Work is however, represented.

Taken together, the Higher Diploma is the first two years of a four-year professional training, which in combination with the Master of Arts in Psychotherapy, is crucial to allow a decision to be made on the basis of a knowledge of a learner’s work and participation concerning their suitability for supervised clinical practice. The Higher Diploma, as the first two years of this training, is therefore a period primarily of personal development for the learner and allows DBS to establish a fair and balanced informed profile of the learner regarding suitability for supervised clinical practice.

2.2 Programme Learning Outcomes

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

MIPLO1	Demonstrate initiative and personal responsibility through engagement with personal psychotherapy, group facilitation and team work via process group work, and a capacity to adopt mindful practice and problem-solving skills in managing stress response and people skills in practice..
MIPLO2	Develop an awareness and provide evidence of competence in critically reflective practice, problem solving and self-care.
MIPLO3	Demonstrate competence and a critical understanding in simulated skills practice in a classroom context based on the theories of the major modalities, in particular the humanistic and psychodynamic modalities in accordance with the integrative model.
MIPLO4	Synthesise knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychoanalysis, psychodynamic and humanistic psychotherapy.
MIPLO5	Display a critical awareness of the principles and practice of research methods appropriate to the field of psychotherapy.
MIPLO6	Demonstrate the ability to undertake contemporary and extensive research through a library-based mini dissertation, and communicate findings effectively via individual and group presentations.

2.3 Programme Structure

The core rationale for the curriculum structure combines skills and knowledge which were identified by the industry representatives (professional bodies) to assure a skilled and knowledgeable graduate.

With the experience of delivering the Higher Diploma in Counselling and Psychotherapy since 2007 and delivering the MA in Psychotherapy programme since 2009 the programme team availed of programme review in 2011 to introduce the changes required by the learning from the first few years of the programme. The Higher Diploma went through another review in 2014 and given that considerable changes were made in 2011 and some minor changes in 2014 to meet requirements of professional bodies for the first two years of a four year training in psychotherapy, the programme team are in agreement that this programme is still in line with requirements and there are no substantive changes being proposed for the Higher Diploma in Arts in Counselling and Psychotherapy at this time in terms of content or modules being added or replaced. What is being proposed is a removing and replacing of closed book examinations and minor updates to syllabus and reading lists.

Learners will undertake 12 core modules, including a minor research dissertation. This is intended to ensure all learners develop critical knowledge, gain clinical skills and experience and develop personally through their own psychotherapy and process group experience. The stakeholder feedback supports the programme team decisions highlighting the requirements of learners to be strategically driven and to exhibit key employability skills such as, problem solving, research skills, analytical ability, critical thinking, and decision making and planning.

2.4 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
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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.

2.5 Other Relevant Programme Information

Module level

Stage label	Module title	ECTS	Module synopsis
Award	M1 Counselling and Psychotherapy Skills I	5	This module is designed to introduce and build key skills for the practice of counselling and psychotherapy. Emphasis is placed on the skills relevant to the beginning stage of the counselling process. The theory of person centred-therapy provides the main structure for the skills programme with an introduction to relevant concepts of the psychodynamic approach to practice. Attention is also paid to the further development of interpersonal and communication skills and to the preparation of the trainee to engage in the therapeutic encounter. Considerable emphasis is placed on the development of the self- awareness of the trainee as they begin to be able to self- assess their own process. It is taught experientially in 12 three-hour sessions with class group sizes of no more than 15.
Award	M2 Traditions of Psychotherapy	5	This module explores the various traditions of psychotherapy, beginning with psychoanalysis. It allows learners to make comparisons and to clarify some of the differences and some of the points of contact. The module outlines the evolution of techniques in order to facilitate understanding of counselling and psychotherapy techniques and how these approaches have been blended to form an integrated model and what fundamental differences in basic principles pertain.
Award	M3 Counselling and Psychotherapy Skills II	5	This module develops the listening skills and self-awareness which were gained in year 1 and facilitates the trainee in relation to managing the therapy situation. It is taught experientially in 12 three hour sessions with class group sizes of no more than 15 learners.

Award	M4 Psychopathology and Case Histories	5	This module introduces learners to the discourse of different clinical practices. First of all it teaches learners the language and theory of psychiatric and mental health diagnosis to inform them of psychiatric and mental health practice. It relates this discourse to the context of their study and training in psychotherapy. Secondly this module provides learners with the opportunity to read in detail seminal case histories by influential figures in the history of psychotherapy with a view to learning about the techniques of these practitioners and the direction they give to treatment.
Award	M5 Group Psychotherapy	5	The module covers the theories of group dynamics and processes. The major theoretical and clinical perspectives underpinning approaches to working with groups are examined with particular focus on the psychodynamic approaches to group.
Award	M6 Psychoanalysis	5	This module is designed to introduce and develop the understanding of the fundamental concepts of Freudian psychoanalysis so that learners can situate this influential form of work in the context of humanistic / integrative / psychodynamic psychotherapy.
Award	M7 Stress Response I	5	This module develops an understanding of the physiological impact of the demands of everyday life. It is delivered experientially and provides learners with an appreciation of self-care and skills to practise self-care. The content of each class session is cumulative and requires learners put these skills into practice between class sessions.
Award	M8 Stress Response II	5	This module develops an understanding of the physiological impact of the demands of everyday life. It is delivered experientially and provides learners with an appreciation of self-care and skills to practise self-care. The content of each class session is cumulative and requires learners put these skills into practice between class sessions.

Award	M9 The Family and Psychotherapy	5	This module examines the contemporary family and the engagement of family therapists with the contemporary family. Concepts of family and critiques of these concepts from the perspective of gender and culture will be considered. There will be particular emphasis on considering how change happens within families and how therapists seek to influence this. Ideas about family communication, systems, sub-systems, boundaries and hierarchies will all be explored. The usefulness of working with the family system and some of the theoretical underpinnings to working with the family system will be examined, with a particular focus on the influence of Structural, Milan and Narrative approaches. This module will also explore psychoanalytic theories on the family complexes and the formation of the individual.
Award	M10 Theories of Development	5	This module is designed to introduce and distinguish the theories of development and social psychology, by way of case vignettes, from the tradition of psychoanalysis and psychology which have influenced the field of psychotherapy.
Award	M11 Research Methods and Minor Dissertation	5	This module provides learners with knowledge of research methodologies appropriate to research in the field of psychotherapy, in particular qualitative and theoretical methodologies. It provides an opportunity for learners to formulate and produce a dissertation around a key area of counselling and psychotherapy guided by their study of research methodology and drawing on published clinical material covered in modules on the Higher Diploma programme.
Award	M12 Process Group	5	Group Process is a fundamental part of training in psychotherapy. It provides learners with the challenge to articulate in a group context issues that arise over the duration of the first year of the programme. It constitutes an indispensable component for personal development. Group Process is an experiential learning of group dynamics as they operate in class groups, teams, family and in society generally. It is the basis of a learner being able to participate in and benefit from group supervision in years three and four.

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.

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](#)).

An assessment schedule will be made available, which will list the due dates for all your assessments over the academic year. Submission links on Moodle will be set to these dates and Moodle syncs with the student dashboard to provide a calendar of deadlines. 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.

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.

3.2 Assessment Overview

Please see the Higher Diploma in Counselling & Psychotherapy Noticeboard for the assessment schedule.

Stage	Module	ECTS	Assessment
Award	Counselling and Psychotherapy Skills I	5	1. Individual Paper 20% 2. Presentation and Report 20% 3. In class skills presentation 20% 4. Feedback Exercise - Two feedback sessions (20% each for mid-year and end-year) 40%
Award	Stress Response I	5	1. Individual Paper 40% 2. Stress diary and Evaluation of three week plan (30% each) 60%
Award	Process Group	5	Attendance and Participation
Award	Traditions in Psychotherapy	5	Individual paper 100%
Award	Psychoanalysis	5	In class Exercise 30% Individual Paper 70%
Award	Theories of development	5	In class group exercise and report 50% Individual Paper 50%
Award	Group Psychotherapy	5	Individual Essay 50% Presentation and individual report 50%

Award	The Family and psychotherapy	5	Group presentation and Genogram 60% Essay 40%
Award	Counselling and Psychotherapy Skills II	5	Reflective Essay/presentation 30% In Class skills test 30% Feedback 40%
Award	Stress Response II	5	Individual paper 50% Personal reflective paper 50%
Award	Psychopathology and Case Histories	5	Individual Paper 60% Reflective paper 40%
Award	Research Methods and Minor Dissertation	5	MCQ 10% Proposal 20% Dissertation 70%

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, 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.

3.3 Reassessment

Module assessment has been designed to allow the learner to demonstrate level-appropriate knowledge and skills, often through the lens of application. CAs assess learner knowledge of the theoretical and practical components of the module. Assessment design ensures that weaker and stronger learners can be differentiated by allowing strong learners to display the advanced knowledge they have gained by going beyond lecture materials, and providing evidence of their own relevant in-depth research on a topic.

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://students.dbs.ie/registrar-office/dbs-faq> and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Programme Coordinator;
 - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to your Programme Coordinator
5. Students are required to retain a copy of each assignment submitted.
6. Dublin Business School penalises students who engage in Academic Impropriety (i.e. plagiarism, collusion, copying, essay mills, etc.):
 - Refer to the [QAH Part B Section 3.3](#) for further information on Academic Impropriety and the potential penalties;
 - Refer to the [Library](#) for information on correct referencing, and support classes.

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 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.

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.

Timetables can be sync'd with mobile devices, see <https://www.dbs.ie/about-dbs/news-and-events/2018/05/17/dublin-business-school-moodle-app> for more information.

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

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:

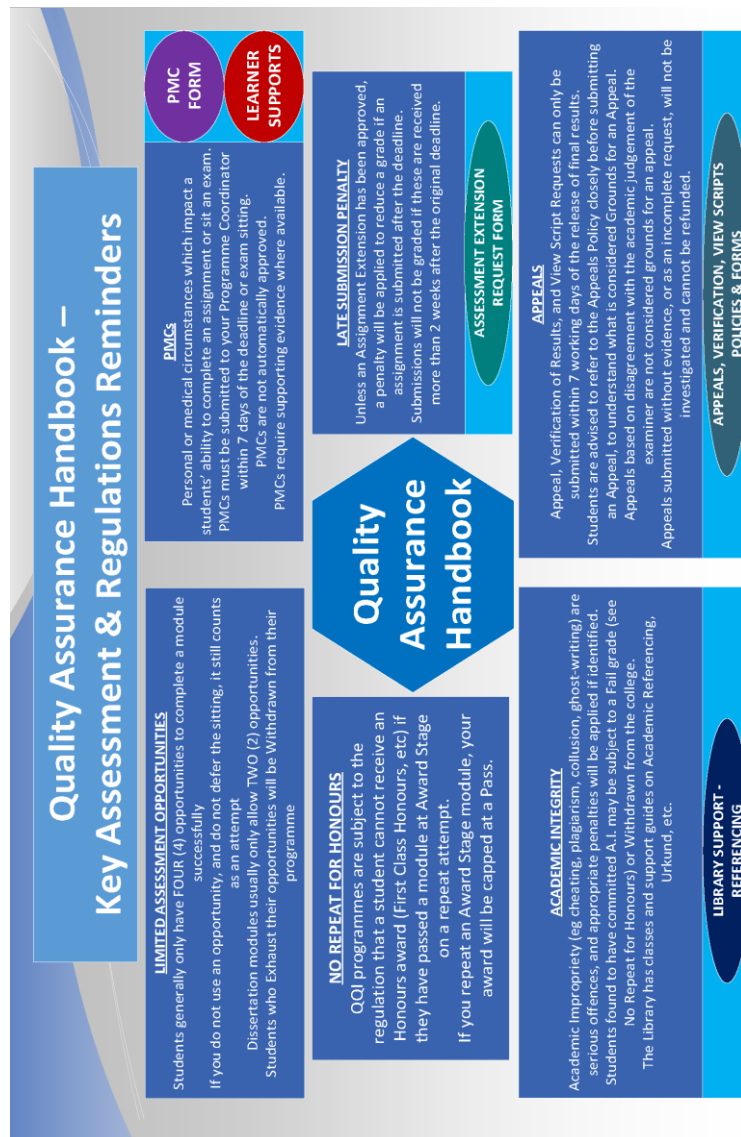
<https://students.dbs.ie/academicoperations/academic-calendars>

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/registrar-office/qah>.

5.1 Key Assessment Regulations



5.2 Programme Specific Regulations

Each year you will be appraised of specific requirements of your course when you get your personal timetable. These requirements are in relation to Personal Therapy, mandatory classes and client work. You need to read these carefully and ensure you understand the requirements. The course team will be happy to clarify any questions you may have.

Section 6 Conclusion

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

Enjoy your time at DBS!