



# Higher Diploma in Counselling and Psychotherapy

Level 8, 60 ECTS

Programme Handbook

2022/23

## 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 to support you during your time with us.

Dublin Business School (DBS) is Ireland's largest independently owned, third-level institution. We have five 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 outstanding student experience.

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

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

Good luck on your journey!

*Tony*

Dr Tony Murphy

Academic Dean

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## Section 1 Programme Information

### Welcome Message from Academic Director

Hello and a very warm welcome to Dublin Business School. My name is Dr Rosie Reid, and I am the Academic 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 in the Human and Social Sciences discipline, which includes the BA (Hons) in Counselling and Psychotherapy and the postgraduate programmes including the Higher Diploma in Counselling and Psychotherapy and the MA in Psychotherapy. I work closely with your Programme Coordinator, Programme Level Manager 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](https://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](mailto:rosie.reid@dbs.ie) if you have any questions.  
Best wishes to you all for a great year!

*Rosie*

**Dr Rosie Reid**  
**Academic 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 Programme Level Manager 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:

- **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 contributing to programme development and delivery. They work across the discipline supporting the Academic Director to ensure the educational products delivered are of the highest quality.

- **Programme Level Manager**

The PLM is responsible for coordination of the organisation and delivery of the programme, and for the management and support of learners on the programme. The PLM 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 PLM 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.

- **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.

- **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.

### **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** 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. Finally, the training coordinator organises the mid-term and end of year feedback interviews and all interviews for admission onto our courses.
- **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 PMCs 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 and client hours.

## 1.2 Main Points of Contact for the programme

	Name	E-mail
<b>Programme Coordinator</b>	Lacramioara Suvac	lacramioara.suvac@dbs.ie
<b>Academic Director</b>	Dr Rosie Reid	rosie.reid@dbs.ie
<b>Assistant Academic Director</b>	Dr Pauline Hyland	pauline.hyland@dbs.ie
<b>Academic Coordinator &amp; Clinical Placement Officer</b>	Dr Siobáin O'Donnell	siobain.odonnell@dbs.ie
<b>Training Officer</b>	TBC	
<b>Programme Level Manager &amp; Practicum coordinator</b>	Rachel Murphy	rachel.murphy@dbs.ie

### 1.3 Programme Team

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

*There are also other valuable points of contact and support in DBS such as [Student Services](#), the Student Engagement and Success Unit, [Student Welfare and Support](#), [IT Helpdesk](#) and the award winning [DBS Library](#). 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:

1. Require learners to undertake their own personal psychotherapy, process group work and stress response practice for the duration of their training.
2. 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.
3. Equip learners with practical research methodology skills appropriate to the fields of counselling and psychotherapy.
4. 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:

<b>MIPLO1</b>	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.
<b>MIPLO2</b>	Develop an awareness and provide evidence of competence in critically reflective practice, problem solving and self-care.
<b>MIPLO3</b>	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.
<b>MIPLO4</b>	Synthesise knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychoanalysis, psychodynamic and humanistic psychotherapy.
<b>MIPLO5</b>	Display a critical awareness of the principles and practice of research methods appropriate to the field of psychotherapy.
<b>MIPLO6</b>	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 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.

Stage label	Module title	ECTS	Module synopsis
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.

Stage label	Module title	ECTS	Module synopsis
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.

## 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

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:

<b>Activity</b>	<b>Description</b>
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

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, the Learner Support Coordinator 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

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 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](http://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

#### 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

### 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 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 Learning Charter

The [DBS Learner Charter](#), which 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.

## Section 7 My Career

### 7.1 Student Careers

The DBS Careers Team are 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 is based in Aungier Street behind reception, and the team can be contacted by [e-mail](#).

## 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. 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://libguides.dbs.ie/Academic\\_Support](https://libguides.dbs.ie/Academic_Support)



## 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 2022/23. 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!