DBS
Dublin
Business
School

Master of Science in Artificial Intelligence

Level 9, 90 ECTS

(with an embedded exit award of the Postgraduate Diploma in Science in Artificial Intelligence, Level 9, 60 ECTS)

Programme Handbook

2022/ 2023

Foreword

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

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

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

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

Good luck on your journey!

Tony

Dr Tony Murphy

Academic Dean

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Section 1 Programme Information

Welcome Message from Academic Director

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

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

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

David

David Williams
Academic Director – Computing

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 Academic 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:

- **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.

- **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.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Beatriz Lazzari	businessschool@dbs.ie
Academic Director	David Williams	david.williams@dbs.ie

1.3 Programme Team

In DBS Email addresses for lecturing staff: **firstname.lastname@dbs.ie**

Module Title	Module Leader
Programming for Data Analysis	Paul Laird
Cognitive Science for AI	Amir Sajad Esmaeily
Graph and AI	Terri Hoare
Machine Learning and Pattern Recognition	Abhishek Kaushik
Recommender Systems	Amir Sajad Esmaeily
Deep Learning	Hubert Misztela
Reinforcement learning	Abhishek Kaushik
Data Visualisation	Terri Hoare Basel Magableh
Applied Research Methods	David Williams
Applied Research Project	Suitably Qualified Supervisors Appointed

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 Student Handbook and the DBS website will contain more information on these and other great DBS services and supports.

Section 2 Programme Details

2.1 Aims of the Programme

This programme aims at developing learners within the Artificial Intelligence (AI) discipline involving skills in technology, programming, human/machine interactions, and information processes to respond to the ever growing demand across industries for AI specialists. The AI discipline involves an integrated delivery covering the broad range of technical and hands-on skills in machine learning and cybernetics. The programme also recognises the interdisciplinary nature of AI, including aspects of data analytics, cognitive sciences, law, ethics, and risk management.

This programme is designed to meet the growing need for AI throughout the workforce which can directly create added value and wealth to the Irish businesses and the society. Given society's increasing communications with the global partners, AI is emerging as an identifiable discipline with a breadth and depth of content that encompasses many of the subfields (e.g., software development, machine learning, human/machine interactions etc.) that form the modern computing ecosystem.

The programme aims to incorporate practical skills in each module for the professional development of learners to enhance their employability options. This will enable the learner to integrate seamlessly into an organisation by addressing skills such as awareness to social media, leadership, self-management, teamwork and academic writing that are essential for a Level 9 graduate in the ICT sector. It also comprises an Applied Research Methods module, which focuses on research and development skills. This module will inform the learner's dissertation or choice of an Applied Research Project.

The specific programme aims are to:

- Enable learners to develop mastery of current and developing computer technologies especially skills related to the development and use of Artificial Intelligence.
- Provide learners with a deep and systematic knowledge of the management of Artificial Intelligence in organisational contexts.
- Facilitate the development of applied skills that are directly complementary and relevant to the workplace.
- Identify and develop autonomous learning skills for the learners.
- Develop in learners a deep and systematic understanding of current issues of research and analysis.
- Enable the learners to identify, develop and apply detailed analytical, creative, problem solving and research skills.
- Respond ethically and informatively to address any unseen situations that may arise due to the emerging needs of industry.
- Provide the learner with a comprehensive platform for career development, innovation and further study.

Overall, the programme aims to create in learners a critical understanding of Artificial Intelligence skills, whilst also enhancing the research capability and practical technical skills of learners.

2.2 Programme Learning Outcomes

On completion of the *Master of Science in Artificial Intelligence*, learners will:

MIPLO	Learning Outcome
MIPLO1	Demonstrate an extensive knowledge of the theoretical and conceptual knowledge essentials in the discipline of Artificial Intelligence.
MIPLO2	Critically analyse a range of methods, tools and technologies identifying strengths and weaknesses within current AI standards.
MIPLO3	Evidence critical awareness of emerging tools, trends and technologies in the constantly emerging area of Artificial Intelligence.
MIPLO4	Evidence advanced skills that are required in the design, development, evaluation and security of Artificial Intelligence in a modern computing environment.
MIPLO5	Interpret complex security models and methodologies into unfamiliar situations in order to devise effective technical and nontechnical solutions appropriate for strategic intelligence recommendations.
MIPLO6	Demonstrate a critical awareness of technological, political, social, regulatory and economic developments affecting the Artificial Intelligence environment.
MIPLO7	Establish excellent communication, time-management, teamwork and leadership abilities for a professional environment.
MIPLO8	Support continuing professional development to ensure that key considerations and implications of 'own work' and 'work of others' are in the best interests of all stakeholders through maintaining integrity and independence in professional judgement.
MIPLO9	Evolve problem-solving skills to address clients' problems and provide solutions by using existing research and applying suitable research methods.
MIPLO10	Develop proficiency in research skills to plan, design, develop and manage a research project that demonstrates competencies in Artificial Intelligence and comply with the ethical implications in the relevant domain.

The Master of Science in Artificial Intelligence is devised to imbue learners with a critical understanding of core cybersecurity skills, while also enhancing the research capability and practical technical skills of learners. By incorporating a focus on authentic assessment throughout modules to strengthen practical skills the professional development of learners to enhance their employability which will enable the learner to integrate seamlessly into an organisation.

Semester one (FT) lays the groundwork for the programme and encompasses mostly foundational modules that focus on providing a solid and comprehensive understanding of the relevant concepts, a proficiency in the use of programming for data analytics and machine learning and pattern recognition. Learners initially develop advanced practical skills in essential areas such as programming, graph, machine learning and pattern recognition for AI while also offering theoretical knowledge of cognitive science.

Semester two (FT) builds on this by covering advanced modules in which the knowledge, understanding and skills acquired in the first semester can be employed. Semester two modules offer applied skills in topics such as deep learning, reinforcement learning and data visualisation, as well as recommender systems. Semester two also comprises an Applied Research Methods module, which focuses on research and development skills. This module will inform the learner's Applied Research Project in Semester three (FT).

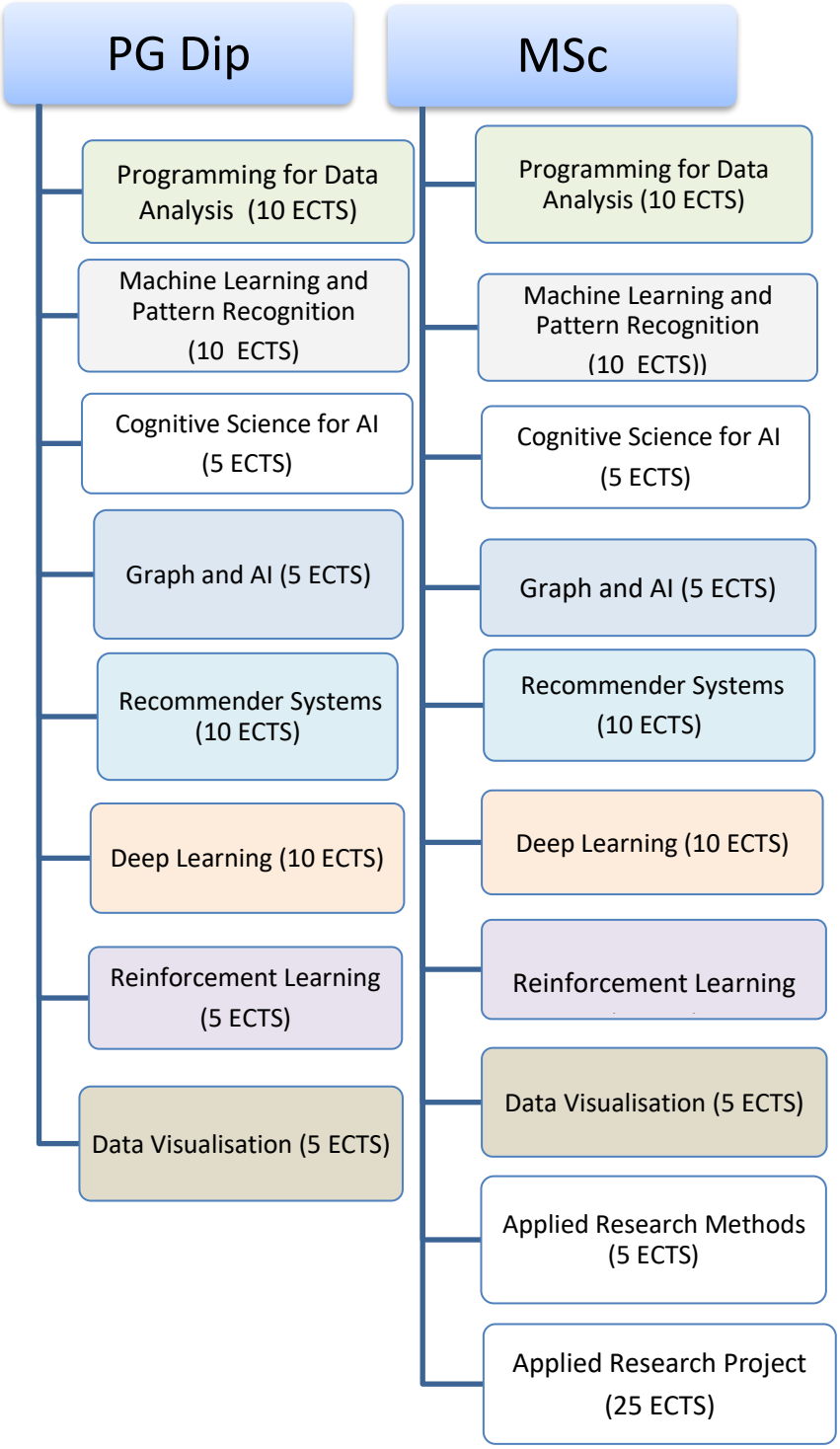
2.3 Module Outline

Stage label	Module title	ECTS	Module synopsis
Award	Programming for Data Analysis	10	The module is an underpinning module of this programme and has been included to allow the learner to develop and apply programming skills to develop solutions in the domain of data analytics.
Award	Cognitive & Ethical Dimensions of AI	5	The module provides a brief, selective survey of some mathematical topics used in computational neuroscience and cognitive modelling for decision making which is a first step towards mimicking human brain behaviour that is essential for artificial intelligence.
Award	Graph and AI	5	This module introduces the student to the graph technology and algorithms underpinning modern approaches. Graph networks support relational reasoning and combinatorial generalisation, laying the foundation for more sophisticated, interpretable, and flexible patterns of reasoning enhancing current deep learning approaches to AI.
Award	Machine Learning and Pattern Recognition	10	This module synthesises the principles and practices involved in the fundamental concepts of Machine Learning (ML) with applications in Pattern Recognition including topics in image recognition and natural language processing (NLP).
Award	Recommender Systems	10	This module synthesises the principles and practices involved in the fundamental concepts of Recommender Systems and offers practical insights into how this learning paradigm supports automatic mechanisms of structural knowledge representation.
Award	Deep Learning	10	This module synthesises the principles and practices involved in the fundamental concepts of deep learning and offers practical insights into how this learning paradigm supports automatic mechanisms of structural knowledge representation.

Stage label	Module title	ECTS	Module synopsis
Award	Reinforcement Learning	5	This module synthesises the principles and practices involved in the fundamental concepts of Reinforcement Learning (RL) with focuses on core online learning algorithms, with the more mathematical material set off in shaded boxes.
Award	Natural Language Processing	5	This module builds on principles and techniques covered in the machine learning and pattern recognition module and provides the learners with knowledge and skills of natural language processing, including foundations in linguistics, statistical analysis and applications.
Award	Applied Research Methods	5	This module seeks to develop the learner's knowledge and understanding of the processes underpinning formal applied research. It provides coverage of research idea formulation and implementation methodology, while highlighting the possible ethical implications of their work in and of itself and how they carry it out.
Award	Applied Research Project	25	This module synthesises learning in a capstone of an applied research project, consolidating learners' research capability, theoretical knowledge and applied skills through the production of an artefact and written report.

For learners who are unable to complete the Research capstone stage of the *Master of Science in Artificial Intelligence* programme, there is an exit award available, the *Postgraduate Diploma in Science in Artificial Intelligence*, which is 60 ECTS and positioned at Level 9 on the NFQ. Learners who fail their two opportunities on their Research capstone will be exited from the programme with the Postgraduate Diploma. Learners who wish to exit must apply to the Exams Office to be considered for exiting.

2.4 Programme Structure



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 Brief

Master of Science in Artificial Intelligence

Assessment Schedule

Semester One

Module	ECTS	Assessment	Weighting	Due Date
Programming for Data Analysis	10	Portfolio of Class work	30%	Wk 8
		Summative Assessment	30%	Wk 11
		Exam (2-hour)	40%	Wk 12
Cognitive Science for AI	5	Cognitive Decision Maker Model Development	100%	Wk 10
Graph and AI	5	Graph-based AI application	50%	Wk 10
		Exam (2-hour)	50%	Wk 12
Machine Learning and Pattern Recognition	10	Design and implementation of a Machine Learning model	40%	Wk 6
		Image/Video/Audio processing Model Development	60%	Wk 11

Semester Two

Module	ECTS	Assessment	Weighting	Due Date
Recommender Systems	10	Recommender Systems Model Development	60%	Wk 9
		Exam (2-hour)	40%	Wk 12
Deep Learning	10	Deep Learning Model Development	60%	Wk 9
		Exam (2-hour)	40%	Wk 12
Reinforcement Learning	5	Deep Learning Model Development	60%	Wk 10
		Exam (2-hour)	40%	Wk 12
Data Visualisation	5	Individual Continuous Assessment	40%	Wk 8
		Group Project: Presentation and Report	60%	Wk 10
Applied Research Methods	5	80% Proposal (4000 words) 20% Presentation	100%	Wk 12

Semester Three

Module	**ECTS**	**Assessment**	**Weighting**	**Due Date**
Applied Research Project	**25**	Artefact	40%	Wk 11
		Presentation	10%	Wk 12
		Project Report	50%	Wk 12

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 Disability Officer well in advance of any assessment or exam dates.

3.3 Reassessment

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

3.4 General Submission Requirements

1. All relevant provisions of the Assessment Regulations (*QAH* Part B Section 5) must be complied with, in addition to the requirements set out in the Assessment Brief:
    - Students are required to refer to the assessment regulations in their Student Handbooks and in Part B Section 5 of the *Quality Assurance Handbook*.
2. Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly excepted by the lecturer). Assignments not submitted 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 9 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.

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

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 lecture will look for a nominated class rep from each class. These will then partake in NStep training and be invited to sit on the Student Council.

8.3 Student Council

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

8.4 Student Entertainment

The Student Experience Team, 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

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!