



Bachelor of Arts in Film & Creative Media

Level 7, 180 ECTS

Programme Handbook

2023/2024

Welcome / Céad Mile Fáilte

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

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. We have campuses in Dublin's city centre and nationalities from over 50 countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from psychology to film, business to data science and business analytics, marketing to culture 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 personal goals.

Good luck on your journey!

Tony

Dr Tony Murphy

Academic Dean

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A New Home and a Sense of Community

I hope you will feel at home here in Dublin and that you will feel the warmth and friendliness of the Irish people. I also hope that your experience at the DBS Arts, Languages and Study Abroad Department will contribute to your academic, personal and professional development.

DBS is Ireland's largest private third level institution with more than 9,000 registered students in a diverse range of Film, Psychology Business, Law and Arts courses at undergraduate and postgraduate level. DBS Study Abroad students are registered as DBS students and have full access to all the facilities and services of DBS including library, IT, cafeteria and student services.

We, as a team, believe that your academic pursuits will contribute to us becoming a better institution through the active involvement of faculty, staff, students, employers and alumni in the life of the college. DBS encourages you to collaborate with faculty and staff on research, creative and academic projects, and to share the results of your work with a wider community of scholars.

This handbook will give you all the academic information you require for your course here in the Dublin Business School. If there is anything you would like us to clarify, do please let us know.

Finally, on behalf of the management team at DBS, all the teaching staff and myself, we all wish you an excellent and rewarding time with us.

Michael Kielty

Head of Department – Arts,
Languages & Study Abroad
michael.kielty@dbs.ie



Section 1 People

1.1 Programme Administration

If you have any questions or concerns about any aspect of your programme, or a problem relating to any aspect of your time here at DBS you should contact the Head of Department 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 to them. Below is a short description of the people you will meet on your programme:

- **Head of Department - Arts, Languages & Study Abroad** The **Head of Department** is Michael Kielty is from Dublin and has over 25 years of experience working with students from Ireland, Europe, USA and everywhere! He is responsible for ensuring academic quality and standards for programmes (particularly in the areas of teaching, learning and assessment). He is the academic lead in the discipline area and is a key contact point for programme team liaison and cooperation. He works to ensure programmes contain high-quality teaching and learning and he is committed to enabling strong academic outcomes.

Michael Kielty
Head of Department- Arts, Language
and Study Abroad Programmes



Extension: 605
Email: michael.kielty@dbs.ie

1.2 Main Points of Contact for the programme:

It is important that you know whom to contact in the first instance

Query	Please Contact
Programme Queries – Dublin	Michael Kielty michael.kielty@dbs.ie
Modules/Course/Assessment Queries	Your lecturer

Sports, clubs and societies	DBS Student Experience Department, 4 th Floor Castle House
Counselling requirements	Telephone: + 353 1 679 8171 <i>(24 Hours)</i>

1.3 Teaching Team:

Teaching and learning strategies are intended to facilitate you taking ownership of, and responsibility for, your own learning in partnership with the academic faculty. Strategies are based on a combination of structured tuition, student centred learning, and methods used will include:

- lectures,
- workshops,
- assignments,
- study-tours,
- co-curricular activities,
- case studies,
- group work, and
- discussions.

You will be actively encouraged and assisted to manage their own studies outside of lectures. This will be facilitated by teaching styles and methods adopted and by placing greater emphasis on practically focused assessment. Special consideration is given to your learning needs and involves pace of delivery, access to consolidated learning on Moodle (Virtual Learning Environment) and the effective use of the Library and the faculty support as a resource.

Your lecturer will outline their office appointment hours to you on their Moodle page. You can send an email to them by using the following format: firstname.familyname@dbs.ie.

List of Lecturers



Dr. Piotr Sadowski
Email: piotr.sadowski@dbs.ie
Extension: 608



Stephen Henderson
Email: stephen.henderson@dbs.ie
Extension: 576



Dr. Barnaby Taylor
Email: barnaby.taylor@dbs.ie
Extension: 554



Claire Dix
Email: claire.dix@dbs.ie



Conor Murphy
Email: conor.murphy@dbs.ie
Extension: 707



John Gunning
Email: john.gunning@dbs.ie
Extension: 672



Kenny Leigh
Email: kenny.leigh@dbs.ie



Matthew Nolan
Email: matthew.nolan@dbs.ie
Extension: 606

Section 2 Rules & Regulations

2.1 Why Attendance is important?

Students with the highest attendance receive the highest grades. You are required to commit to full attendance at all courses, modules and related activities. Regular and punctual attendance is essential to successful academic achievement. You are responsible for managing your time to ensure satisfactory attendance is achieved.

2.2 Why Attendance is monitored?

Firstly, we want to make sure you are not hindering your academic progress. We encourage high attendance levels by investing substantial time and resources in tracking and following up on poor attendance. Attendance records are kept for all classes. It is your responsibility to comply with attendance monitoring processes and procedures, including electronic or paper-based systems.

Secondly, it is a legal requirement. There are strict regulations regarding the class attendance of non- EU learners. These regulations have been set by the Department of Justice and Equality, and are enforced by the Irish Naturalisation and Immigration Service (INIS). In keeping with official regulations, DBS enforces a strict attendance policy for Visa holding learners from the USA.

All international learners are required to attend classes to the levels specified by the Department of Justice and Equality and monitored by INIS. Full details of requirements can be obtained from INIS or through contacting the DBS International Office in Student Services. In addition, the following rules apply:

2.3 Illness:

First and Second Day of illness

If you are ill, you must notify academicoperations@dbs.ie on the very first day and on the second day. It is polite to also notify your lecturer.

Third or subsequent days of illness

If you are ill for more than two days, you are required to submit a medical certificate from a qualified registered medical practitioner. This will be taken into account when calculating their attendance rate. The medical certificate must be provided within 5 working days of the period of absence. Failure to do so may have implications for your status with INIS. You are also required to attend meetings arranged by the college to investigate poor attendance records

Religious Observation:

Students can apply to the Head of Department – Michael Kielty michael.kielty@dbs.ie to be excused from class for designated observation of religious holidays. This must be done in advance in writing and by email.

Please Note: Religious observation is defined by days recognised in the Republic of Ireland as designated days of faith by statute.

[Compulsory Attendance –CoCurriculares & Site Visits](#)

Attendance on co-curricular and study tour events is also compulsory. This is because your learning is linked directly to the curated experience of your lecturer. It is a group activity, shared and meaningful to you as part of that academic community.

[Falsifying Attendance Records](#)

Any attempts to falsify attendance records including, but not restricted to scanning cards of fellow learners, or requesting a fellow learner to scan your card when absent, is considered a disciplinary offence and will be referred to the Disciplinary Committee where penalties up to an including dismissal from the College may be applied.

[Queries about your attendance records](#)

It is your responsibility to ensure accurate and honest recording of your attendance. Attendance is recorded on Moodle for you to view your record. You should check this record, ideally on a daily basis.

2.4 Punctuality & Behaviour

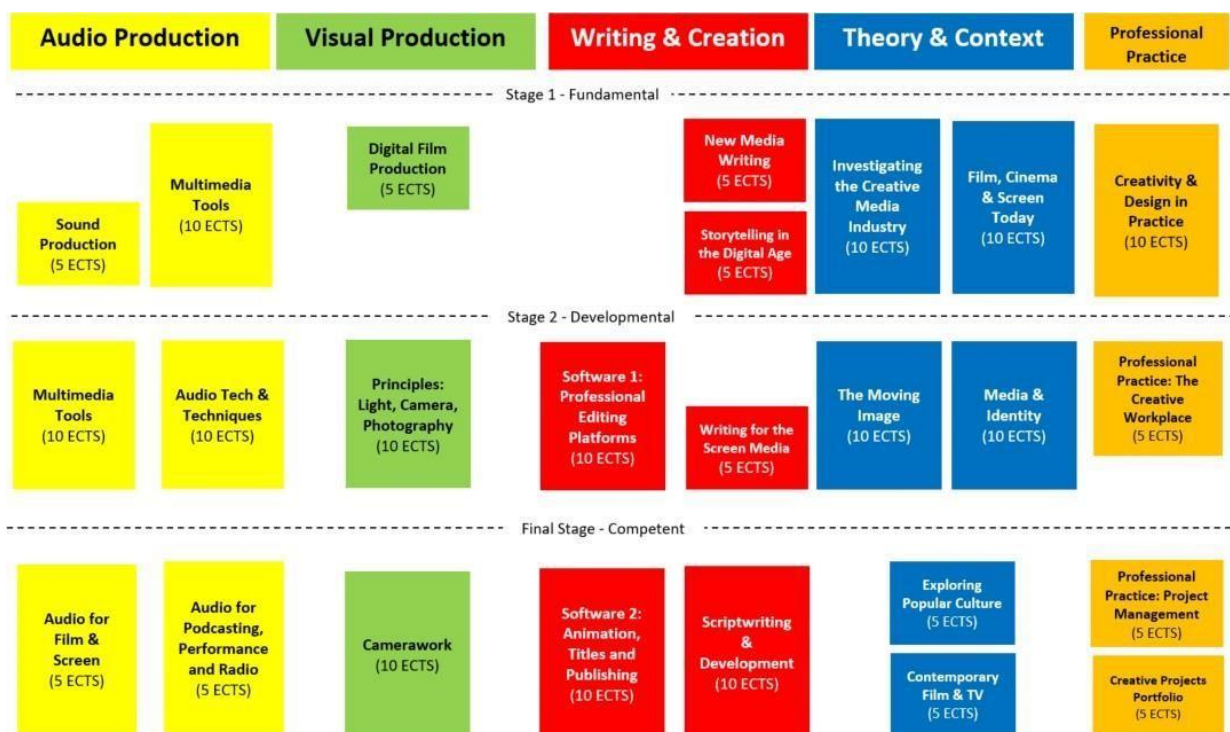
Learners are required to arrive for classes punctually and remain present for the duration of the class. Learners are required to actively participate in the class and follow the reasonable instruction of their lecturer.

Section 3 Syllabus & Assessment Schedule

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 7 on the National Framework of Qualifications (NFQ), a framework for the development, recognition and award of qualifications in Ireland.

Modules per Stage (Year)



Assessment per Year (Stage)

Year 1

Stage	Module title	ECTS	Assessment Details
1	Multimedia Tools	10	Multimedia Toolkit Portfolio 100%
1	New Media Writing	5	Online Essay 50% Inbound Marketing Blog 50%
1	Investigating the Creative Media Industry	10	Essay 50% Interview 50%

1	Film, Cinema & Screen Today	10	Literature Review	20%
			Group Presentation	40%
			Essay	40%
1	Creativity & Design in Practice	10	Project Exhibition Delivery	60%
			Reflective Analysis Report/Blog	40%
1	Sound Production	5	Audio application	25%
			3-4-minute audio piece	75%
1	Digital Film Production	5	Pre Production Material	30%
			Production Crew Role	70%
1	Storytelling in the Digital Age	5	Response Piece	30%
			Digital Storytelling Exercise	70%

Year 2

Stage	Module title	ECTS	Assessment Details	
2	Audio Tech & Techniques	10	Audio recording	40%
			Multi-track recording.	60%
2	Principles: Light, Camera, Photography	10	Critical research essay	40%
			Digital photo portfolio	60%
2	Software 1: Professional Editing Platforms	10	Rough Cut of Short Film	50%
			Final Cut of Short Film	50%
2	The Moving Image	10	Blog – 10 Responses	40%
			Research Essay	60%
2	Media & Identity	10	Short Essay and Reflection	25%
			Presentation and Report	25%
			Blog Post	25%
			Short Essay and Reflection	25%
2	Professional Practice: The Creative Workplace	5	Written Report	100%
2	Writing for the Screen Media	5	Treatment for short film	50%
			Script for short film	50%

Year 3

Stage	Module title	ECTS	Assessment Details	
Final	Audio for Podcasting, Performance & Radio	5	A selection of work	40%
			Final production piece	60%
Final	Camerawork	10	Booklet for Visual Approach	30%
			Camera Operation; Short Film	70%
Final	Scriptwriting and Development	10	Ten page film script	40%
			Preproduction and production of short a film	40%
			Postproduction of a short film*	20%
Final	Software 2: Animation, Titles and Publishing	10	Title Sequence Design	25%
			Title Sequence Creation	25%
			Billboard Replacement	25%
			3D Camera Animation	25%
Final	Exploring Popular Culture	5	Individual essay	50%
			Group presentation	50%
Final	Professional Practice: Project Management	5	Case Study – Group Report	50%
			Presentation of Findings	50%
Final	Audio for Film & Screen	5	Produce and export a video	25%
			Live multi-track audio	75%
Final	Contemporary Film and Television	5	Individual Essay	50%
			Group Presentation	50%
Final	Creative Projects Portfolio	5	Project Proposal Document	20%
			Project Delivery and Presentation	60%
			Reflection and Analysis Document	20%

Section 4 Assessment

4.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module or course. 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:

- Responses
- Media Artefacts
- Essays
- Blogs
- Reports
- Presentations
- In-class Tests
- Photo-Essays

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

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator while the assessment process is overseen by External Examiners. This is to ensure fairness, consistency of marking and the correct standard across all assessments. Results are always provisional until they are approved by the External Examiner and are processed through the programme Exam Board. The purpose of an Exam Board is to formally ratify results and determine award classification (for more information please refer to the [Quality Assurance Handbook](#)).

The assessment schedule is published on Moodle. This 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. 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 end of year exams. Your goal is to achieve the highest mark possible in your assessment.

- Complete ALL assessment components.
- Submit all assessments on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found [here](#).
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.

- Always complete the required number of questions in an exam.
- Practice writing out answers for end of term exams by doing [previous papers](#), in particular practicing handwriting or typing answers (as per the exam format) to ensure that you are equipped to set out your answers within the format of the exam.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Disability Support](#) well in advance of any assessment or exam dates.

4.2 Reassessment

There are no re-assessment opportunities for this programme

4.3 Grading Criteria

Overleaf is the main grading criteria used to grade your academic work. Please refer to the specific module guide to understand how your grades are earned.

Blog Grading Criteria

Components	Points Scale			
	3	2	1	0
On Time	Post is completed on time			Post is late.
Content	Post is on topic and relevant. Posts include at least one link to website/image/video/etc.	Post is on topic and relevant. Post does not include another link.	Post rambles off topic. Post does not include other link.	Post is incomplete or irrelevant.
Quality	Expresses 2 academic insights and reflections in your own words.	Expresses 1 academic insight or reflection in your own words	Summarizes information but does not express reflections or contain academic insights.	Post is incomplete or irrelevant.
Mechanics	Effective use of spelling, grammar, & punctuation Uses a semi-formal tone. Reference throughout	Contains some errors in spelling, grammar & punctuation. Uses a semi-formal tone. Not fully referenced	Frequent errors in spelling, grammar & punctuation. Uses a semi-formal tone. Poor referencing attempt.	Excessive use of jargon, text-speak, or slang. Tone is too informal for class.

Marking Criteria Essays/Reports: Continuous Assessment

Quality of argument (20%)

	4	3	2	1	
The argument fully addresses the question					The argument fails to address the question
Logically developed argument					Writing rambles and lacks logical continuity
Writing well-structured through introduction, body and conclusion					Writing poorly structured, lacking introduction, cohesive paragraphing and/or conclusion
Material relevant to topic					Much material is not relevant
Topic dealt with in depth					Superficial treatment of topic

Quality of evidence (20%)

	4	3	2	1	
Argument well supported by evidence and examples					Inadequate supporting evidence or examples
Accurate presentation of evidence and examples					Much evidence incomplete or questionable
Effective use of figures and tables					Figures and tables little used or not used when needed
Illustrations effectively presented and correctly cited					Illustrations poorly presented or incorrectly cited

Written expression and presentation (20%)

	4	3	2	1	
Fluent and succinct piece of writing					Clumsily written, verbose, repetitive
Grammatical sentences					Many ungrammatical sentences

Correct punctuation

Correct spelling throughout

Legible, well set out work

Reasonable length

Much incorrect punctuation

Much incorrect spelling

Untidy and difficult to read

Over/under length

Referencing (20%)

	4	3	2	1	
Adequate number of references					Inadequate number of references
Adequate acknowledgement of sources					Inadequate acknowledgement of sources
Correct and consistent in-text referencing style					Incorrect and inconsistent in-text referencing style
Reference list correctly presented					Errors and inconsistencies in reference list

Total: _____

Presentation Marking Criteria

MARKED OUT OF 100

Group Name and Class:

The Brief:

TEAM -	SCORING	Max Points 100
SECTION 1 - RULES		
Maximum presentation time - 15 minutes	out of 5	
SECTION 2 - PRESENTATION		
Overall was it professional, organised and well developed (e.g. Product model and Presentation)	1	2
	3	4
		5

Were the presenters enthusiastic ? Did they show commitment of learning from the experience		1	2	3	4	5
Was all information presented relevant ?		1	2	3	4	5
Was there clear demonstration of teamwork and effective communication between members		1	2	3	4	5
Did the presentation make you want to find out more about their topic/subject?		1	2	3	4	5
Did every member of the group make a relevant contribution ?		1	2	3	4	5
Did the Report and other documents add value to the presentation		1	2	3	4	5
How well did the team perform in dealing with questions and negotiations/discussions?		1	2	3	4	5
TEAM MARK TOTAL						

Individual Marks Was there are any individuals who deserved a bonus for leadership, presentation skills and/or individual contributions? <i>(each student is given a mark for their contribution)</i>		1	20	30	40	60
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STUDENT NAME	STUDENT NUMBER	60	TEAM MARK 40	FINAL MARK 100

ADDITIONAL COMMENTS

Section 5 DBS Regulations and Quality Assurance

The previous sections set out the structure and requirements of your programme with regard to modules, content and assessment. It is important that all learners are aware that there are College regulations, frameworks and requirements that all learners must adhere to as part of their study with us. The DBS Quality Assurance Handbook (QAH) sets out all DBS's policies relating to student matters, and this set of policies and procedures has been approved through a process with QQI. The QAH is kept under review and policies may be amended or added to address new and emerging issues.

The Quality Assurance Handbook is on the DBS Student website [here](#) and there is a link to it on every Moodle page under **Quicklinks>Academic Policies & Procedures**.

The QAH is divided into sections to signpost you through it and help to identify the areas you may need to access. A list of the sections is given below. The QAH should be your first port of call if you have a question about College regulations, or require assistance with a matter such as an appeal or complaint, for example.

QAH Table of Contents

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

Quality Assurance Handbook – Key Assessment & Regulations Reminders

LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3)

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

PMCs (QAH B.4.3)

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

PMC
FORM

LEARNER
SUPPORTS

CAPPED MODULE GRADES (QAH 5.5.3)

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

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

Quality Assurance Handbook (2019)

LATE SUBMISSION PENALTY (QAH B.5.4)

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

ASSESSMENT EXTENSION
REQUEST FORM

ACADEMIC INTEGRITY (QAH B.3.3)

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

LIBRARY SUPPORT -
REFERENCING

APPEALS (QAH B.3.5)

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

APPEALS, VERIFICATION, VIEW SCRIPTS
POLICIES & FORMS

Section 6 Supporting Student Success

One of DBS's strategic objectives is to support student success and enhance the student experience. We enable student success through high-quality services and support. The College provides academic resources, student services, engagement support and infrastructure to provide an outstanding student experience and enable strong academic outcomes. The Student Experience Team ensures that our students have the best possible College-life experience and promotes a DBS community and culture focused on their wellbeing and success. The Team has received awards to recognise their efforts.

6.1 The Learner Charter

The [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 is dedicated to ensuring that you are equipped with the right skills to achieve your career goals upon graduation. The Team constantly ask the following questions:

- What is a work-ready graduate?
- What skills does a work-ready graduate need to succeed?
- How can we equip our students with these skills?

During your time in DBS, you will:

- Be given the opportunity to complete a skills self-assessment quiz at various times during your journey in DBS. This will allow you to judge yourself against the skills employers are looking for in graduates, and by following the advice given improve your score throughout your time at Dublin Business School.
- Be asked to complete a number of online mini-modules which will allow you to self-improve across all of the skills employers require from graduates.
- Understand the individual Careers pathway developed for your programme, by following and fully participating in this pathway you will enhance your Career and employment prospects.
- Listen to weekly podcasts with industry influences and leaders
- Attend weekly Careers workshops which have been specifically developed to equip our students for the modern employment market
- Attend Industry events and get the opportunity to talk to recruiters directly
- Have one-to-one sessions with a Careers Coach, which can include areas such as networking, CV preparation, interview skills, job search and building a successful LinkedIn profile.
- have formal and informal opportunities to improve your scores across defined skills, knowledge and attributes that employers are looking for in Graduates.

The Careers Hub 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://libcal.dbs.ie/calendar?cid=-1&t=g&d=0000-00-00&cal=-1&inc=0](https://libcal.dbs.ie/calendar?cid=-1&t=g&d=0000-00-00&cal=-1&inc=0)

Section 9 My Health and Wellbeing

9.1 Counselling Services

DBS offers a free confidential counselling service for all students. This is provided through our counselling partners, MyMind.ie, ensuring confidentiality and a guaranteed appointment with a counsellor within 72 hours. Since COVID-19 these are all provided via on-line and video link services.

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

9.2 Disability and Inclusion

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

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

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

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

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

9.3 Student Well-Being Programme

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

9.4 The Student Engagement and Success Unit

Dublin Business School (DBS) welcomes and supports all new entrants in their transition to third-level education. As part of this commitment, DBS has established a Student Engagement and

Success Unit (SESU), which aims to help all new students at DBS transition successfully into Higher Education. Starting the first year of college is a transition in everyone's life. SESU is there to help learners make this transition, so if learners are having difficulty settling into college or simply making a start in their programme, SESU is there to help.

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

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

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

Conclusion

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

Your Calendar for the year is [HERE](#)

Enjoy your time at DBS!