Bachelor of Arts (Honours) in Social Science

Level 8, 180 ECTS

Programme Handbook

2023/24

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 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 Social Science programme.

You have made the right choice in deciding to study at Dublin Business School. We are Ireland's largest independent third-level intuition, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study Social Science 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 for the Human and Social Sciences discipline, which includes the BA (Hons) in Social Science and the postgraduate programmes including the MSc in Applied Psychology. 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 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.

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:

- **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 Coordinator**
  Programme Coordinator provides administrative support on programmes and ensures 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

Role	Name	E-mail
Programme Coordinator	Danielle Fernandes	academicoperations@dbs.ie
Programme Level Manager	Dr Anna Wolniak	anna.wolniak@dbs.ie

1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: **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.*

Section 2 Programme Details

2.1 Aims of the Programme

The Bachelor of Arts (Hons) in Social Science is a three-year full-time or four-year part-time programme designed to enable learners to acquire a diversity of applicable skills necessary in today's social environment. Social Science is the interdisciplinary study of human society therefore the programme is designed to provide learners with a broad based, but appropriately in-depth, education in the interdisciplinary field of the social sciences. It aims to develop learners' understanding of the theoretical and applied nature of Social Science and draws upon disciplines such as Sociology, Social Policy, Psychology, Criminology, with an emphasis on Research. The interdisciplinary nature of this programme gives rise to opportunities across a number of areas where knowledge and understanding of people, policy and society are an advantage. Career pathways include social work, community development, addiction studies, advisory services and support service roles such as counselling, careers advice, youth work, housing and community development are possible options. The Garda, the probation service and other jobs working within the criminal justice system are also relevant. This interdisciplinary and foundational programme in the social sciences also provides a useful platform for further study and specialisation.

The programme contains five knowledge pillars which aim to provide learners with an understanding of the key social scientific disciplines: Sociology, Psychology, Criminology, Social Policy and Research. These knowledge areas are not elective options but clear distinct strands within the programme.

Bachelor of Arts (Honours) in Social Science; Sociology knowledge pillar
The Sociology knowledge pillar focuses on an introduction to sociological theories in *The Sociological Imagination* at Level 6, *Economic Sociology and Contemporary Inequalities* at Level 7, and finally *The Sociology of Families, Intimacies and Personal Life* along with *Environment and Society* at Level 8. Graduates can then engage in further study, for example MA in Addiction Studies. Future careers include Youth Justice Worker and Community Support Workers.

Bachelor of Arts (Honours) in Social Science; Psychology knowledge pillar
The Psychology knowledge pillar focuses on foundational knowledge and skills developed by modules such as *Psychology Through the Lifespan* at Level 6, *Interpersonal and Group Communication* at Level 7 and *Organisational Psychology* and *Cyberpsychology* at level 8. Graduates can then engage in further study, for example on the Higher Diploma in Psychology. Future careers include those in support organisations such as ALONE, The Samaritans and Child line and in Employee Assistance Programmes as well as careers in human resource management.

Bachelor of Arts (Honours) in Social Science: Criminology knowledge pillar
This knowledge pillar begins with the Level 6 module, *Foundations in Criminology* through Level 7 with *Criminology in Action-Youth Justice* and Level 8 with *Contemporary Criminology*. Graduates may undertake postgraduate study, for example in MA in Contemporary Criminology. The Garda S*í*ochana have previously signalled the value to recruits of a Bachelor of Arts (Honours) in Social Science and will welcome the enhanced criminology pathway in this iteration of the programme. The dedicated modules enable the graduate to develop a sound understanding of theory but also of how this may be applied in various settings such as law enforcement, compliance, the probation services, as well as roles in youth and family justice. This specialised knowledge is further enhanced through exposure to

sociological theory, social policy and through development of transversal skills such as communication and teamwork.

Bachelor of Arts (Honours) in Social Science: Social Policy knowledge pillar
The policy modules on the programme prepare learners for potential careers in child protection (TUSLA) and support organisations where an understanding of policy and legislation is essential. With two 10 credits modules on Social Policy, namely *Social Policy and Law for Social Care 1* at Level 6 and *Contemporary Social Policy in Ireland* at Level 8, the degree contains a large social policy component which is often an entry requirement for further postgraduate studies in Social Work. Other careers (such as the Gardai) similarly require such understanding. Other opportunities exist in governmental 'think-tanks' and in policy development in Ireland and abroad. One former graduate signalled her intent to work in policy development and strategy with the United Nations. Graduates can then engage in further study, for example Master of Arts in Addiction Studies.

Bachelor of Arts (Honours) in Social Science: Research knowledge pillar
Learners engage in a number of research modules across the degree, developing their knowledge and skills in qualitative and quantitative methods. The pillar starts with *Introduction to Social Research* at Level 6, *Advanced Social Research* at Level 7 and concludes in Level 8 *Social Science Research Project*. This equips students for postgraduate studies but also for careers in Non-Governmental Organisations (NGOs) which engage in their own research, such as Barnardos and the Combat Poverty Agency. The analytical skills they acquire (for example in coding and using programmes such as NVivo and SPSS) are also beneficial in other careers such as market research.

In this way, the programme aims to provide an integrated, in-depth education in the interdisciplinary field of the social sciences that enables the learner to develop the theoretical knowledge and practical skills they need to enter and progress in a variety of work environments including business (private, public), non-profit, research, education, policymaking etc. As a transversal skill, social skills can be also applied to management, marketing, and human resources management.

The learner will also have the option of an embedded exit award after stage one. This exit award is titled, Certificate in Arts in Social Science (Level 6, 60 ECTS). The exit award will provide an opportunity for first stage learners to acquire fundamental concepts in the social science field. The exit award is for those who for personal or professional reasons cannot continue in the full undergraduate honours degree programme.

The specific programme objectives are to:
1. Provide learners with the opportunity to develop, deepen and expand their theoretical knowledge of society.
2. Equip learners with the knowledge skills and competencies required to progress in specialist areas of Social Science (e.g. Criminology, Psychology) through further study and career development.
3. Facilitate in learners a critical understanding of the main domains of empirical study in Social Science.
4. Develop in learners a critical awareness of the contribution of Social Science to understanding human behaviour and experience.
5. Encourage understanding of Social Science as an applied discipline in a diverse range of fields (e.g. advocacy, activism, group facilitation).

6. Allow learners to engage in advanced theoretical debates relevant to the understanding of contemporary issues in society.
7. Provide learners with the skills necessary to engage in research in multidisciplinary social science arenas.

2.2 Programme Learning Outcomes

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

MIPLO1	Synthesise knowledge of the major concepts, theoretical perspectives, empirical findings and historical trends in social science.
MIPLO2	Critically evaluate the practices, behaviours and mental processes of groups and others in relation to societal issues and problems.
MIPLO3	Demonstrate social and technical proficiency in the application of social science principles to the everyday world.
MIPL04	Express commitment to social justice in the context of intersectionality, inequalities and poverty.
MIPLO5	Use appropriate research methodology and techniques to study and address contemporary issues, trends and problems in the field of social science.
MIPLO6	Apply social science principles to promote personal development and evaluate preferred career paths based on accurate and self-assessment of abilities, achievement and motivation.
MIPLO7	Demonstrate clear knowledge of professional ethics and ethical issues that impinge on social science research and practice.
MIPLO8	Apply knowledge to develop evidence-based critique of real-world social problems and devise potential solutions.
MIPLO9	Reflect on the learning experience and draw upon this experience through the future effective use and appropriate response to feedback, consultation, collaboration, guidance and review.
MIPLO10	Work independently and collaboratively, meeting deadlines, managing workloads.

2.3 Programme Structure

Stage label	Stage synopsis
1	Stage one will introduce learners to the five pillars focused on in this degree – Psychology, Sociology, Social Policy, Research and Criminology. Learners will develop an appreciation of sociological knowledge in the explanation of real-life phenomena and develop their sociological imagination. In the Foundation Criminology module, learners are introduced to crime theories and learn about their importance in the society from a sociological viewpoint using real life examples which is crucial for understanding the world in which we all live. The Social Policy element will provide the learner with a basic grounding of the features of the Irish welfare state within the context of European societies and International law. For instance, they will learn about the legal and policy framework of human rights, equality and social justice in Ireland as well as major areas of Irish welfare state policy including education, social protection, poverty and inequality and criminal justice. In addition, Stage 1 also introduces the learner to the research process with the emphasis on both quantitative and qualitative social research designs and methods. The Psychology pillar introduces the learner to the field of developmental psychology and the concept of lifespan development as well as introducing the main themes and issues concerned within social psychology, spanning the past to contemporary times. Central theories of both social and developmental psychology will be discussed and will provide the foundation from which to review empirical research. Learners are supplemented with a critical thinking skills-based module which builds on existing learning, intended to develop skills and competencies and support the learner in the development of a range of skills such as critical reading, writing and thinking and effective public speaking. It will equip the learner with the skills and practical strategies to thrive both as individuals and in teams required to succeed in a third level environment.
2	Stage two builds on the five knowledge pillars mentioned above. In the Sociology knowledge pillar, learners' development of an understanding of economic phenomena in the society from a sociological viewpoint is enhanced in the economic sociology module. Contemporary Inequalities builds on the first year Sociological Imagination and aims to hone learners' sociological skills and deepen their knowledge of fundamental concepts within the area of contemporary inequalities The Psychology knowledge pillar is also further strengthened in year two. For instance, in the Interpersonal and Group Communication Skills module, learners will engage with the main theories of counselling and group facilitation as well as explore and discuss the core concepts and ideas associated with these fields. Furthermore, the Social Psychology modules which builds on the foundation module and provides further themes and issues concerned within Social psychology, spanning the past to contemporary times. Additionally, Psychology in action improves DBS graduate employability through learner actions. Criminology in Action – Youth Justice is the second-year module in the Criminology pillar that focuses on identification, reaction and response to youth crime and deviance. The Social Policy knowledge pillar in stage two focuses on modules such as Politics in the Modern World which equips students to explore how political ideas, institutions and processes help to govern our world.

	Additionally, Campaigning, Advocacy and Public Engagement draws on examples from public sociology and applied psychology to familiarise learners with ways in which social science can engage with communities, the voluntary sector and wider society to contribute towards social and environmental justice. Finally, the research element is strengthened in the Advanced Social Research module where learners are introduced to SPSS and NVivo programmes used to analyse quantitative and qualitative data.
Award	Stage three will complete learners' instruction of the five Knowledge pillars. Sociology of Families, Intimacy and Personal Life aims to provide students with a comprehensive and critical introduction to the sociology of families, intimacy and personal life'. Additionally, Environment and Society will familiarise learners with the causes, history and current state of the crises, and the ways in which various sociology can be useful both in understanding the background and human systems underpinning environmental emergencies, as well as in presenting potential ways of adapting. Organisational Psychology builds on the learner's knowledge of topics within psychology, to focus specifically on organisational applications. Cyberpsychology is intended to develop learners' understanding of the ways in which technology and society impact on and are impacted by each other. The final module in the Criminology knowledge pillar is designed to help the learner apply their criminological knowledge studied in year one and two, to contemporary issues in the Contemporary Criminology module. The Social Policy pillar in stage three will introduce learners to key concepts and Contemporary Social Policy in Ireland issues within the Irish and European context in the Contemporary Social Policy in Ireland module. Furthermore, Global Issues encourages learners to think critically about historical and current global social, economic, political and cultural processes in an ever-transforming world. Finally, the Social Science Research Project module provides an opportunity for the learner to integrate their accumulated learning and make the necessary connections in the context of the Social Science discipline.

There is further information on each of the modules in this programme detailed below.

2.4 Other Relevant Programme Information
Module Level

Stage label	Module title	ECTS	Module synopsis
1	Foundations in Social Psychology	5	This module introduces the main themes and issues concerned within Social psychology, spanning the past to contemporary times. The contribution made by Social psychology to the understanding of the individual, the social context, and the relationship between the two is explored throughout the lecture series. Central theories of Social psychology will be discussed and will provide the foundation from which to review empirical research. In addition, learners will begin to apply Social psychology concepts to real world concerns. The module is delivered in lectures providing interactive classroom learning opportunities.

Stage label	Module title	ECTS	Module synopsis
1	The Sociological Imagination	10	Sociological Imagination is a foundation level sociology module which is designed to be the first stepping-stone in the students' journey towards appreciation of sociological knowledge in the explanation of real-life phenomena. The module is focused on developing learners' sociological imagination and honing their skills of applying the perspective to their lived experience.
1	Introduction to Social Research	10	This module introduces the learner to the scientific method with the emphasis on both quantitative and qualitative social research designs and methods. Learners will demonstrate social scientific research knowledge and develop social research skills through the completion of a hypothetical research proposal. Interview and observation skills will be developed through the completion of a qualitative research proposal. The module is delivered in lectures providing interactive learning opportunities.
1	Psychology through the Lifespan 1	10	This module introduces the learner to the field of developmental psychology and the concept of lifespan development with a focus on childhood, adolescence and early adulthood. It will provide a grounding in key psychological theories and concepts for understanding causes and challenges related to lifespan development across the early years and into young adulthood. Central theories of developmental psychology will be described and debated and the opportunity will be provided to explore the main research methodologies that are employed in lifespan development as well as review empirical research
1	Social Policy and Law for Social Care 1	10	The module introduces learners to the institutional structures, principles and organisation of governance and citizenship in Irish Society and is an essential component to the social science and professional social care degrees. It provides the learner with a basic and indispensable grounding to the institutions, principles and working of law and policy in Ireland. It outlines the features of the Irish welfare state within the context of European societies and International law. Additionally, it introduces the principles underpinning the legal and policy framework of human rights, equality and social justice in Ireland. It also provides a grounding in major areas of Irish welfare state policy including education, social protection, poverty and inequality and criminal justice.
1	Critical Thinking Skills	10	This module aims to develop skills and competencies in critical reading, writing and thinking and in so doing, promote awareness amongst learners of the importance of disciplined reading, writing and thinking. It has been designed to

Stage label	Module title	ECTS	Module synopsis
			specifically support the learner in the development of a disposition for good reasoning and evidenced-based thinking along with the technique of effective public speaking aiding good communication in verbal and written formats in a variety of contexts. This module builds upon existing learning [MF1] and equips the learner with the skills required in an academic and the business context.
1	Foundations in Criminology	5	The Foundation Criminology module is a foundational level module that examines crime theories and their importance in society from a sociological viewpoint. The module examines underpinning concepts, ideas and theories which form the matter of criminology, and applies them to a variety of real-world examples. The module is designed to help the learner see how crime and society are connected to each other. A historical perspective is introduced to highlight the characteristics of different policies and criminological systems. In summary, this module helps the learner understand and explain criminological phenomena, which is crucial for understanding the world in which we all live.
2	Economic Sociology	5	This module is designed to enhance learners' understanding of economic phenomena in the society from a sociological viewpoint. The module examines basic concepts, ideas and theories which form the matter of economic sociology, and applies them to a variety of real-world examples. The module is designed to help the learner see how the economy and society are connected to each other. A historical perspective is introduced to highlight the characteristics of different policies and economic systems. The module also includes a section in development economics, which is a relatively new and broad branch of economics and political science.
2	Criminology in Action - Youth Justice	5	This module focuses on identification, reaction and response to youth crime and deviance. Historical and contemporary contexts are examined. Attention is given to the social construction of the young offender and the social consequences of this label. Theoretical explanations of deviant and criminal behaviour, along with an analysis of the Irish Youth Justice system, including components of the justice system, programmes and agencies related to youth misconduct are discussed.
2	Campaigning, Advocacy and Public Engagement	5	This module familiarises learners with ways in which social science can engage with communities, the voluntary sector and wider society to contribute towards social and environmental justice. By drawing on examples from public sociology and applied psychology, the module will allow

Stage label	Module title	ECTS	Module synopsis
			learners to consider ways in which the knowledge and skills developed in academic disciplines can be applied to effect social change in the 'real world'. In particular, learners will acquire skills used in public awareness raising and campaigning around social issues. With step-by-step guidance, they will work in teams to develop their own campaigns. Guest speakers will offer their own personal experiences from working in this sector.
2	Interpersonal and Group Communication Skills	10	Over the course of the module, learners will explore the fields of group facilitation and counselling, discuss the core concepts and ideas associated with these and will engage with the main theories of counselling and group facilitation. Additionally, learners will understand and appreciate the professional and ethical issues inherent in the practice of counselling and group facilitation as well as analysing the core principles and values underpinning successful counselling and facilitation work with individuals and groups through classroom activities and the production of written academic tasks.
2	Advanced Social Research	10	This module introduces the learner to SPSS which is used to analyse quantitative data and develop their knowledge to the ways in which the software SPSS is used to analyse quantitative data. They will learn about various graphical techniques as well as how to compute descriptive statistics. This module will also familiarise learners with the principles and practices of qualitative data analysis. In particular, it will examine the role and potential of technology in the qualitative research process. Through a series of classroom activities, learners will develop their proficiency in utilising NVivo software to analyse qualitative data, as well as develop their ability to prepare research findings that appropriately present social analysis.
2	Contemporary Inequalities	10	Contemporary Inequalities is an intermediate level sociology module which builds on the 1st year Sociological Imagination and aims to hone learners' sociological skills and deepen their knowledge of fundamental concepts within the area of contemporary inequalities. The module is designed to help the learners appreciate social construction of key forms of division and stratification in society and link it with an individual experience. In Ireland and elsewhere, inequality tends to be a major feature of society. Differences in wealth, income, various forms of capital, prestige, class, gender, ethnicity, 'race' and other social attributes profoundly impact how individual lives are experienced, and how we view others and are viewed by them in turn. The goal of the module is,

Stage label	Module title	ECTS	Module synopsis
			therefore, to strengthen learners' ability to operate within a sociological conceptual framework while discussing these divisions.
2	Politics in the Modern World	5	This module equips students to explore how political ideas, institutions and processes help to govern our world. By studying the module, the student will: acquire knowledge and understanding of key political debates, and apply these to their understanding of the contemporary social world; gain the ability to explain and evaluate issues of ethical, social and political policy and public concern, and assess their impact on real-world institutions and events. They will also develop their practical and transferable skills as a critical, independent learner.
2	Social Psychology	5	This module discusses in more depth the foundation material in Social psychology in the first year and provides further themes and issues concerned within Social psychology, spanning the past to contemporary times. The contribution made by Social Psychology to the understanding of the individual, the social context, and the relationship between the two is examined throughout the lecture series. Central theories of Social Psychology will be described and debated and will provide the opportunity to assess empirical research. In addition, the applied nature of Social psychology; using social psychological theories, principles, research findings, and experimental methods to understand social issues and to offer real-world solutions for a variety of social problems, will continue to be emphasised to debate, understand and ameliorate issues within the real world setting. The module is delivered in lectures providing interactive learning opportunities.
2	Psychology in Action	5	The module aims to increase career awareness, career exploration and career preparation and training in learners who are required to research the labour market and the process leading to securing a voluntary position or research or project work within and/or for a specified community. If a position can be secured, though this is not mandatory, learners are guided towards securing a position within a relevant organisation for a minimum of 2 hrs a week or engage in research or project work within and/or for a specified community with a similar time commitment. All learners will engage in researching the role they are seeking and reflect on the nature of the role, requirements of the role and / or the experience of the role should they successfully secure a position. The onus will be on the student to source these

Stage label	Module title	ECTS	Module synopsis
			opportunities. The practical and applied approach to this module provides the means through which students may be able to prepare for valuable volunteer experience that can supplement CVs, and may also create links to agencies that could be retained for data collection/ sample access purposes for final year project and beyond.
3	Contemporary Criminology	5	The Contemporary Criminology module is an advanced level module that seeks to examine contemporary issues through the lens of criminological theory. The module is designed to help the learners to analyse and apply the foundational concepts of criminology studied in year one and two to new and varied contemporary sociological issues. The module is designed to help the learner contextualise evolving criminality in modern society. In summary, this module helps the learner apply their criminological knowledge to contemporary issues.
3	Cyberpsychology	5	This module is intended to develop learners' understanding of the ways in which technology and society impact on and are impacted by each other. As well as gaining understanding of the history of technological innovation and its application, earners will be able to appraise both negative and positive contributions which technology has made to society in areas such as the home and workplace. They will learn to critique developments in computer modelling and artificial intelligence and evaluate human rights issues in relation to surveillance, gaming and social media.
3	Organisational Psychology	10	This module builds on the learner's knowledge of topics within psychology, to focus specifically on organisational applications. Learners will explore both classic and contemporary approaches to areas including effective human resources decisions and actions, employee attitudes and behaviours, the role of social groups within the organisation, and health and well-being at work.
3	Social Science Research Project	10	A capstone module is defined as a module that provides an opportunity for a learner to integrate accumulated learning and make the necessary connections in the context of a particular discipline. The current module, Social Science Research Project is the capstone module for the BA (Hons) Social Science programme. Research methodology and statistical skills are integral in the study of Social Science. This module centres on studying a social science area of choosing for the learner through conducting an independent research project.
3	Sociology of Families,	10	The aim of the module is to provide students with a comprehensive and critical introduction to the sociology of

Stage label	Module title	ECTS	Module synopsis
	Intimacies and Personal Life		families, intimacy and personal life'. It does this by exploring the sociology of affective relations in modern and late/post-modern societies with a particular emphasis on Irish society, but also making reference to wider changes in western and global society in modernity and late-modernity.
3	Contemporary Social Policy in Ireland	10	This module will introduce learners to key concepts and Contemporary Social Policy in Ireland issues within the Irish and European context. Key areas of Contemporary Social Policy in Ireland of interest include housing, health, education, social protection and personal social services.
3	Environment and Society	5	The current climate and biodiversity crises are 'natural' disasters caused by social, economic and political structures, and they have social, economic and political consequences. This module will familiarise learners with the causes, history and current state of the crises, and the ways in which various sociology can be useful both in understanding the background and human systems underpinning environmental emergencies, as well as in presenting potential ways of adapting.
3	Global Issues	5	This module encourages learners to think critically about historical and current global social, economic, political and cultural processes in an ever-transforming world. Through an exploration of various case studies and practical examples, learners will analyse the ways in which global issues impacts everyday life across the world. A range of theories and concepts will be applied to enable learners to evaluate the ways in which social life is both shaped by, and at the same time is instrumental in shaping, contemporary forms of global processes. Thus, learners will be asked to contemplate the relationship between abstract global issues and practical local examples.

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
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 or recorded modes. 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 the 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 or in-class. However, some activities and approaches are better suited to some modes.

You will find the specific details of which mode applies to which module in your online timetable as well as in your Module and Assessment Guides.

Should you have any queries, please do not hesitate to contact your Programme Coordinator or Module Leader.

2.6 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. The programme is listed on the Irish Register of Qualifications.

DBS is obliged to carry out reviews and re-submit the programme for re-approval on a cyclical basis. This means that, during your programme of study, there may be changes to programme content or delivery. Where this occurs, transition arrangements are carefully considered to ensure coherence and consistency for learners.

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 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 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

The breakdown of continuous assessment and final examinations is as follows:

Stage	Module	ECTS	Assessment
1	Foundations in Social Psychology	5	CA One - Individual MCQ Test 50% CA Two - Group Essay and Presentation50%
1	The Sociological Imagination	10	CA One - In-class Short Answer Test 20% CA Two - Learning Journal 30% Final Exam 50%
1	Introduction to Social Research	10	CA One - MCQ 20% CA Two - Quantitative research proposal 40% CA Three - Qualitative research portfolio 40%
1	Psychology through the Lifespan 1	10	CA One - In-class test 25%

Stage	Module	ECTS	Assessment
			CA Two - Presentation and short summary (500 words) write-up 25% Final Exam 50%
1	Social Policy and Law for Social Care 1	10	CA One - Class Essay 40% CA Two - Class MCQ 40% CA Three - Written Class Reflection Sem 1 10% CA Four - Written Class Reflection Sem 2 10%
1	Critical Thinking Skills	10	CA One - 1000-word group report [(20%) and Debate (20%)] 40% CA Two - Student Portfolio 60%
1	Foundations in Criminology	5	CA - Essay 100%
2	Economic Sociology	5	CA One - Online- test (during class) 50% CA Two - Written essay 50%
2	Criminology in Action – Youth Justice	5	CA - Interview Case Report 100%
2	Campaigning, Advocacy, and Public Engagement	5	CA One - personal reflection 30% CA Two - Group Project 70%
2	Interpersonal and Group Communication Skills	10	CA One - Ongoing reflective journal 20% CA Two - Facilitation task 45% CA Three - Essay 35%
2	Advanced Social Research	10	CA One - Qualitative Research Report 35% CA Two - In-class Test 30% CA Three - Quantitative Research Report 35%
2	Contemporary Inequalities	10	CA One - Revision of AI generated essay 50% CA Two- 5 x in-class/ online reflection/ short answer essay 50%
2	Politics in the Modern World	5	CA One - Online Test 50% Final Exam 50%
2	Social Psychology	5	CA One - Article review with application 50% Final Exam 50%
2	Psychology in Action	5	CA One - "50-day" seminar 50% CA Two - Reflective journal 50%

Stage	Module	ECTS	Assessment
3	Contemporary Criminology	5	CA - Criminology Portfolio 100%
3	Cyberpsychology	5	CA One - Participation in collaborative activities 30% CA Two - Ongoing online investigative report 70%
3	Organisational Psychology	10	CA One - Short answer in-class assessment 50% CA Two - Essay 50%
3	Social Science Research Project	10	CA One - Research proposal (with ethics form) and presentation 10% CA Two - Research thesis 80% CA Three - Poster presentation of thesis 10%
3	Sociology of Families, Intimacies and Personal Life	10	CA One - In class Short Answer Test 20% CA Two - Presentation 30% CA Three - Individual Project 50%
3	Contemporary Social Policy in Ireland	10	CA One - Online Forum Submissions 20% CA Two - Individual Presentation 40% CA Three - Case Studies 40%
3	Environment and Society	5	CA One - Environmental Impact Report 50% Final Exam 50%
3	Global Issues	5	CA One - Report 50% Final Exam 50%

The programme assessment strategy has been designed to ensure practical application of the core principles of the modules combined with appropriate theoretical underpinning and also to facilitate feedback, which consolidates the overall learning experience.

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2022.* Special regulations are defined on the course schedule. Where a learner is found to require additional learning support, the Disability and Inclusion Offer will identify appropriate support or liaise with the lecturer in conjunction with the Registrar's Office, if necessary, to agree a suitable equivalent alternative assessment instrument. This will be in accordance with the DBS Assessment Regulations. Please refer to the 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 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.

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 <u>required</u> 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 as instructed through Moodle will 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 the Helpdesk.
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 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
- https://elearning.dbs.ie/ (Moodle)
- www.mydbs.ie (student email)
- tts.dbs.ie for generic timetables
- https://library.dbs.ie/
- Lorls.dbs.ie (to access your reading list online)
- esource.dbs.ie (repository of student and faculty research)
- servicedesk.dbs.ie (to log support queries or issues)

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

Section 4 Academic Calendar

The Academic Calendars can be found on the DBS website.

It shows the term dates, as well as reading weeks, the Christmas break, and the exam session, including the repeat exams.

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

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

Research Considerations

It is a requirement of the College that all learners engaging in research within the College sign a declaration to confirm that they have read and understood the *DBS Ethical Guidelines for Research with Human Participants.*

Students or staff working with children must complete Garda Vetting in advance of ethical approval and are advised to conduct the Children's First E-Learning course, an online course provided by Tusla. A copy of the certificate of completion is required for consideration for ethical approval.

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 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 and Academic Hub. 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

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.

Section 10 Conclusion

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

Enjoy your time at DBS!