Certificate in Social Care Skills

Level 6, 25 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 Care Skills 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 Care Skills 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	Nilasha Roy	academicoperations@dbs.ie
Programme Level Manager	Daryl Mahon	daryl.mohon@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 Certificate in Social Care Skills (Level 6, 25 ECTS) programme is comprised of three modules (*Professional Practice 1: Introduction to Care Skills and Support*, 10 ECTS; *Social Care in Practice*, 5 ECTS; *Social Policy and Law for Social Care 1*, 10 ECTS) and an additional module *Learning to Learn* (5 ECTS). It has been designed for those who wish to acquire introductory core skills and knowledge required for an applied setting in social care and/or for those may use this special purpose award qualification as a possible 'stepping stone' to a Level 7 qualification, reskilling or upskilling in the area of applied social care skills. ***This programme does not fulfil the requirements for the Standards of Proficiency regulated by CORU for the title of Social Care Worker/Practitioner.***

The programme provides an introduction to the knowledge, skills and competencies for social care practice and is an introduction to the suite of skills necessary in the social care profession. Key skills include: person-centred planning, basic law, safeguarding, skills of daily living, infection control and a knowledge of basic principles of care and communication. Learners will gain a grounding in these core professional care skills and will also learn the principles of professional social care practice, rooted in ethical and human rights principles. Learners will also develop knowledge and understanding of social policy and law as it applies to social care in Ireland and elsewhere. Additionally, training will be provided in important administrative skills such as needs analysis, risk assessment, and report writing. These are essential skills not only for those working as Social Care Assistants or in support roles, but also as a basis for potential progression, should learners decide to pursue further studies that would lead them to further qualifications in social care work.

2.2 Programme Learning Outcomes

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

MIPLO1	Express an understanding of social care as a professional practice- the nature of social care systems, the settings in which care takes place and the roles and responsibilities of practitioners with emphasis on human rights and safeguarding.
MIPLO2	Be able to apply interpersonal communication skills such as active listening and identify the importance of these in overcoming communication barriers in the care setting.
MIPLO3	Evidence knowledge and practical skills required for assisting individuals with the activities of daily living including the assessment of the risks involved as they apply to different groups of individuals, children, young adults, mature adults and the elderly in a variety of situational environments.
MIPL04	Define and apply key principles underpinning liberal democracy, citizenship and human rights within the context of Irish, European and International law, demonstrating a broad understanding of the institutional structures of law and social care policy.

MIPLO5	Develop the ability to work both independently and within a group while involved in practical activities, risk assessment and report writing.

2.3 Programme Structure

	Synopsis
	The Certificate in Social Care Skills (Level 6, 25 ECTS) programme is comprised of three validated modules delivered over the course of one academic year (*Professional Practice 1: Introduction to Care Skills and Support*, 10 ECTS; *Social Care in Practice*, 5 ECTS; *Social Policy and Law for Social Care 1*, 10 ECTS), and an additional module *Learning to Learn* (5 ECTS).
Award	The level 6 special purpose award in Social Care Skills is achieved upon successful completion of all four modules.

2.4 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.

2.5 Other Relevant Programme Information

Module Level

Stage label	Module title	ECTS	Module synopsis
1	Learning to Learn	5	This module introduces the learner to the academic and personal skills required for successful undergraduate development. Learners will be equipped with the practical study skills and strategies to adapt and succeed as individuals, and in teams in an academic and professional environment. It will introduce the learner to the library resources and IT systems and to academic writing skills necessary to complete assignments in an articulate format. Learners will also develop strong verbal and communication skills for both academic and professional environments.
1	Social Care in Practice	5	The module also provides learners with an understanding of the importance of communication and introduces them to the important skills necessary to overcome barriers to this in care settings. Needs analysis and person-centred planning has become central to best practice, emphasising the need to place the individual at the centre of the care practice empowering them to be actively involved in the process of their care, rather than as passive recipients. It is therefore essential that learners are familiar with these concepts and

Stage label	Module title	ECTS	Module synopsis
			procedures from the very start. Module content also focuses best practice on core human rights, abuse and safeguarding.
1	Professional Practice 1	10	This module's aim is to prepare the learner to support a range of groups in society with core practical skills to aid with Activities of Daily Living. Learners will use role play in a simulated clinical environment to demonstrate these skills with support from the lecturer. Principles of care practice will be demonstrated to include reflective practice, ethical practice, consent, decision making, safety, confidentiality, best practice, and safeguarding procedures.
1	Social Policy and Law for Social Care	10	The module introduces learners to the institutional structures, principles and organisation of governance and citizenship in Irish Society, an essential component to the social care environment. 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 our neighbours, 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.

2.6 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, recorded or hybrid mode. Although the on-demand mode can be used on its own or with any of the other modes.

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into 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, hybrid or in-class. However, some activities and approaches are better suited to some modes.

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

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

Section 3 Assessment

3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity. Assessment types will include practical, continual assessment, reports, group activities and exams.

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

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator 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

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

Stage	Module	ECTS	Assessment
1	Learning to Learn	5	Reflection on Study Skills Assignment 40% Learning Portfolio 60%
1	Social Care in Practice	5	Case Study 60% Portfolio of Work 40%
1	Professional Practice 1	10	Report on Activities of Daily Living (ADLs) (individual) 40% Demonstration of practical care skills (individual) 60%
1	Social Policy & Law for Social Care	10	Class Test 40% Class Essay 40% Written Class Reflection Sem 1 10% Written Class Reflection Sem 2 10%

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 required to refer to the assessment regulations in their Student Handbooks and in Part B Section 5 of the *Quality Assurance Handbook*.
2. Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly excepted by the lecturer). Assignments not submitted 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 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 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!