



Certificate in Business and Digital Skills

Level 6, 30 ECTS

Programme Handbook

2025/26

Foreword

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

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

We offer programmes across a range of disciplines from business to data science and business analytics, marketing to psychology and psychotherapy, from accounting and finance through law, arts, and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and delivering an out-standing student experience.

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

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

Good luck on your journey!

Lori

Lori Johnston

Academic Dean

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Section 1 Programme Information

Welcome message from the Academic Director

Hello and a very warm welcome to Dublin Business School. My name is Rita Day, and I am the Academic Director for your marketing programme.

You have made the right choice in deciding to study at Dublin Business School. We are Ireland's largest independent third-level institution, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study marketing 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 global business community. All faculty members are experienced tutors who are specialists in their chosen field. As well as being highly qualified academically, they also bring a wealth of industry experience to the classroom. Our tutors are actively engaged in consultancy and research, and this feeds directly into your learning experience.

I work closely with your Programme Coordinator and your lecturers. Some examples of areas that I can assist with include:

- Academic planning and choices
- Navigating Moodle
- Assignments and Examinations
- Decisions around stream choices

Your student portal is also 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. I am here to help you with the academic side of your programme from now until you graduate, and beyond.

Best wishes to you all for a great year!

Rita

Dr Rita Day
Academic Director - Business, Law, and Marketing

1.1 Programme Administration

If you have any questions or concerns about any aspect of your programme, or a problem relating to any aspect of your time here at DBS you should contact your Programme Coordinator. If they cannot tackle the question or problem themselves, they can help you identify the person who can, and they will refer you on to them. Below is short description of the people you will meet on your programme:

- **Academic Director**

The Academic Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.

- **Assistant Academic Director**

The Assistant Academic Director has responsibility of working with the Academic Director across all elements of programme development and delivery. They work to ensure all programmes developed and run are of a high academic standard.

- **Programme Coordinator**

Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.

- **Programme Level Manager**

The Programme Level Manager role is responsible for a programme level view of teaching, learning and assessment ensuring learners are provided with appropriate support and timely and constructive guidance/feedback for academic development.

1.2 Main Points of Contact for the programme

Position	Name	E-mail
Programme Coordinator	Nilasha Roy	students.dbs.ie/dashboard/sccm
Programme Level Manager	Niamh Cullen	niamh.cullen@dbs.ie

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](#). The [DBS website](#) will contain more information on these and other great DBS services and supports. Students can contact us through students.dbs.ie/dashboard/sccm where they will be met with the Student Help Form. This creates a request or ticket which is monitored by the teams.

1.3 Programme Structure

Stage	Module
Award	Contemporary Marketing Communications
Award	Digital Skills and Literacy for Business
Award	Organisational Behaviour

Section 2 Programme Details

2.1 Aims of the Programme

The Certificate in Business and Digital Skills (Level 6, 30 ECTS) will equip learners with practical skills and knowledge in core areas of business. Through the unique combination of modules, learners will explore organisational behaviour (theory and skills applied to a variety of industry settings), acquire digital skills (necessary to a modern business environment) and develop an understanding of the importance of marketing communications in the promotion and future sustainability of a business.

Through this programme, learners will acquire work-aligned skills that will prepare them for the challenges posed by the dynamic nature of the modern business environment, enabling them to make an effective contribution to the resolution of business problems. On completion of this programme, learners will possess knowledge in these core areas of business, and acquire key digital and business skills necessary to working successfully in a modern business environment.

The Certificate in Business and Digital Skills (Level 6, 30 ECTS) programme is comprised of three modules (Organisational Behaviour, 10 ECTS; Digital Skills and Literacy for Business, 10 ECTS; Contemporary Marketing Communications, 10 ECTS) which are drawn from the parent programme of the Bachelor of Business (Level 7, 180 ECTS).

2.2 Programme Learning Outcomes

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

1.	Recognise the individual, group and organisational influences on performance and actions for the improvement of organisational people-based issues for employees and groups.
2.	Analyse data and information, using a range of IT applications to enhance business planning and decision making.
3.	Understand the role of traditional and contemporary marketing communication tools to achieve brand/organisational objectives.
4.	Comprehend the interrelated nature of organisational behaviour, digital technologies, and marketing communications as core business functions.
5.	Display a range of effective (individual and team) transferable skills such as verbal and written communication, time management, teamwork and presentation skills in the completion of academic work.
6.	Identify the changes in IT trends so as to develop literacy in this field.

2.3 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 learners are in the class.
Live Online	Where the lecturer and all of the learners are online at the same time (Zoom sessions) Here you are online at the same time in a Zoom room or digital communication platform as your lecturer.
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 learners engage in a discussion
Workshop	Where the lecturer and learners engage in activities either collectively or in groups
Lab Demonstrations	Where the lecturer or learners demonstrate processes usually on a computer

Examples of T&L Activities include:

Activity	Description
Case Study	Learners review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what learners are learning about
Group work	Learners are divided into groups to work on a particular activity
Peer Review	Learners review and comment on other learners' work
Peer discussion	Learners engage in a discussion about a topic which the lecturer observes and can contribute to
Quizzes	Learners work through a series of short questions
Practical Exercises	Learners carry out an individual task during the class
Peer Presentations	Learners present either individually or as a group to their fellow learners

Controlled Debate	Learners are divided into groups and argue the merits of a specific stance on a topic usually determined by the lecturer
Reading	Learners engage in a reading activity and either write or report back on what they have read
Watching Videos	Learners analyse videos and have peer discussions on what they have seen
Peer Pairing	Learners are split into pairs. Individually they carry out a task and then swap their work for the other learners to review.
Role Play	Learners 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 Lecturer.

2.4 Awarding Body and NFQ Level

These modules have been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland, as a Special Purpose Award, at Level 6 on the [National Framework of Qualifications](#).

2.5 Other Relevant Programme Information

Module Level

Stage label	Module title	ECTS	Module synopsis
Award	Contemporary Marketing Communications	10	This module has been designed to facilitate knowledge of marketing communications and how it is applied to target the consumer in today's changing marketing landscape. An understanding of the importance of undertaking marketing research to comprehend how your target market consumes

			<p>media and how this impacts IMC decisions is created. An IMC plan with an emphasis on digital and alternative marketing strategies is evidence as is an evaluation of each communications tool to assess the importance of that tool in the IMC campaign. Mass and micro media alternatives are discussed with a view to facilitating knowledge in the area of marketing communications today.</p> <p>The module will be delivered primarily through theoretical materials, practical case studies, and formative assessment. The teaching and learning strategy will be applied through a focus upon the understanding and practical, problem solving, and application of knowledge. Learners will be directed towards suitable online resources to support an interactive approach.</p> <p>The teaching and learning strategy will involve a multi-faceted approach. A primary aim is to stimulate student inquiry and promote independent student learning. The learning tasks in the module are designed to encourage problem solving, and self-directed learning with a view to understanding and applying the key concepts of marketing communications within the flexible parameters of high-level business administration and within the national and international context.</p> <p>All course material will be provided on Moodle including lecture notes, continuous assessment specification, practice exercises, online presentations and screencast demonstrations where applicable. Skills and knowledge are tested using a variety of models, which will encourage learners to apply theory by providing solutions to different scenarios. Formative assessment will be carried out by way of case study or real-life project and feedback given to the learners through continuous assessments and feedback.</p>
Award	Digital Skills and Literacy for Business	10	<p>The module has been designed to ensure that learners acquire pertinent IT application and database skills which are highly relevant in the workplace. An individual project has been designed to ensure that learners are able to apply this knowledge accordingly. In tandem with this, the module will ensure that learners can evidence learning around the importance of issues such as data privacy and GDPR in the workplace. Applying technical skills to form business solutions is recognised as an essential attribute for graduates in the area of business. More specifically, applying practical control measures, to safeguard and ensure confidentiality, for data held on database and spreadsheet applications is a valuable attribute for graduates in the workplace and society. Throughout this programme the</p>

			<p>ability to communicate effectively, using technologies, is recognised as important for business graduates. This module also provides learners with Information Technology skills that will underpin the evidence of learner achievement.</p> <p>Learning takes place through a variety of delivery modes: (i) face-face lab classes, (ii) asynchronous delivery through pre-recorded video demonstrations and (iii) synchronous online delivery. All practical demonstrations will be supplemented with regular formative assessment. Teaching, learning and assessment strategy is focused on supporting and enhancing learning as well as measuring engagement through a variety of tools and activities. All demonstrations and lecture presentations are recorded and are made available on Moodle. Analysis of video viewership allows for measurement of engagement. Completion of activities such as lab-based exercises, forums to encourage interactivity and peer-learning, and quizzes will provide a rich learning environment. Formative assessment will be followed by regular feedback/feedforward to assist learner engagement and development as they progress through the module and programme.</p>
Award	Organisational Behaviour	10	<p>This module gives learners an opportunity to focus on being better people managers, colleagues, and team players by helping them understand why people behave the way they do in organisations. The module will offer the Organisational Behaviour theory underpinning modern management practice. It will highlight individual, group and contextual/organisational influences on employees' performance and satisfaction in organisations, and the relation of those influences to certain metrics or outcomes or behaviours in which the organisation is interested. It will highlight practical uses and applications of this knowledge which can be brought to the workplace, e.g. diagnostic and solution design skills. The teaching and learning strategy is to engage the learners with core concepts, frameworks, knowledge, issues and models that constitute the essential theory of organisational behaviour, and to facilitate learners to discover how such concepts would play out in a real-life setting.</p> <p>For the classroom and synchronous online modes of delivery, the learning strategy is to present the theory to the learners complemented by readings and videos as directed e-learning. Knowledge checks will be available as online MCQs on Moodle. Learners are facilitated in considering the theory in real-life scenarios through case studies. Learners will be invited to debate</p>

			the implications of applying the theory in small groups either in class or online and through online discussion forums.
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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 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, Disability and Inclusion Officer will identify appropriate support or liaise with the lecturer in conjunction with the Registrar's Office, if necessary, to agree a suitable equivalent. This will be in accordance with the DBS Assessment Regulations. Please refer to DBS Quality Assurance Handbook (QAH) for further details.

The assessment brief is below and Moodle syncs with the Student Dashboard to provide a calendar of deadlines. 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.

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 Officer](#) well in advance of any assessment or exam dates

3.2 Assessment Details

The table below highlights the breakdown of formative and summative assessment for this programme.

Module Name	ECTS	CA Component Breakdown
Organisational Behaviour	10	CA1- Group Project (4000 words): 70% CA2 - Individual Presentation: 30%
Digital Skills and Literacy for Business	10	CA1 Project Plan (20% individual defence): 70% CA2 Individual Presentation: 30%
Contemporary Marketing Communications	10	Individual Assignment (Poster): 50% Group Assignment (IMC): 30% Individual Diaries: 20%

3.3 Reassessment

Reassessment strategy comprises a repeat assignment and/or project if that is the element, which the learner has been unsuccessful and will ensure the learner reaches the Module Learning outcomes.

3.4 General Submission Requirements

1. All assignments must be submitted no later than the stated deadline (date and time).
2. Assignments submitted after the latest deadline specified (including any approved extension deadline) are considered late and penalised according to the [Quality Assurance Handbook \(QAH\) Part B Section 5.2.2.6](#) as follows:
 - A penalty of 2 marks will be applied per day or part thereof (including weekends and public holidays) for an ongoing failure to submit beyond the submission deadline.
 - An examiner has the right to refuse to mark the assignment if the submission instructions have not been observed.
 - Where a late assessment is submitted within 14 days of the deadline, and is of a passing standard, the late penalty is capped (such that the minimum grade that can be awarded is 40% for the late submission).
 - Where a late assessment is submitted more than 14 days after the deadline, it will receive 0%. The lecturer may, at their discretion, review the submission for feedback.
 - Where the assessment is undertaken in a group, the piece of work should be submitted in its complete entirety, and any penalty for late submission incurred applies to all group members.

3. Extensions to assignment submission deadlines will not be granted, other than in exceptional circumstances. To apply for an extension please go to <https://students.dbs.ie/dashboard/SCCM> and open a ticket.
4. All relevant provisions of the Assessment Regulations must be complied with (see [QAH B.5](#)).
 - Students are required to refer to the assessment regulations in their Programme Handbook, and on the [Student Website](#).
 - Dublin Business School penalises students who engage in academic impropriety (i.e. plagiarism, collusion and/or copying, ghost writing/ essay mills, improper use of Generative Artificial Intelligence software).
 1. Refer to the College's [Generative AI Guidelines HERE](#) for further information.
 - Guides on referencing are available on the Library website: <https://libguides.dbs.ie/referencing>
 - Text-matching analysis software is integrated in Moodle to generate a report regarding the degree of text-matching in a submission.
5. Students are required to retain a copy of each assignment submitted, until the issuing of a transcript indicating the mark awarded and the closure of the Appeal period (2 weeks following the release of final results).
 - Results can only be appealed following the release of final results, and the Appeal form must be submitted to the Exams Office within the Appeal period.
 - An appeal must be based on valid grounds (see the Appeals Policy QAH B.3.5), dissatisfaction with a grade is not sufficient grounds for an appeal.
 - Assignments must be appropriately packaged and presented.
 - All assignments should be submitted to your subject/course page on Moodle by the deadline date.
 - Where a submission involves digital media (i.e formats other than Word, Powerpoint or PDF), it is the submitting students' responsibility to ensure the media is appropriately labelled, fully working and they must retain a copy.
 - Components of an assessment which are not included in the final submission cannot normally be subsequently accepted for grading. It is the student's responsibility to ensure their file is uploaded correctly.
 - Include an electronic **cover sheet** with the following details to the front of the assignment (see below)
6. Assignments that *breach* the word count requirements will be penalised. *There is a 10% discretion, either way, applicable in terms of word count.*
7. When you submit your assignment you will be asked to click on a button which will declare the following:

By ticking this box I am confirming that this assignment/exam is all my own work. Any sources used have been referenced.

I have read the College rules regarding plagiarism in the QAH Part B Section 3 and understand that penalties will be applied accordingly if work is found not to be my own. All work uploaded is submitted via Ouriginal, whereby a text-matching report will show any similarities with other texts.

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 personal timetables.

- . www.dbs.ie
- . <https://elearning.dbs.ie/> (Moodle)
- . www.mydbs.ie (student email)
- . <https://tts.dbs.ie/> for generic timetables
- . <https://library.dbs.ie/>
- . <https://lorls.dbs.ie/> (to access your reading list online)
- . <https://esource.dbs.ie/home> (repository of student and faculty research)
- . students.dbs.ie/dashboard/sccm (to log support queries or issues)

If you have any problems with your timetable or require technical support, please log a ticket at students.dbs.ie/dashboard/sccm.

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

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 asks 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 [email](#).

Section 8 My Student Life

8.1 Peer Mentor Programme

The DBS peer mentor programme is designed to give students across DBS the opportunity to represent and mentor students by sharing their stories and experiences of college life. Our mentors act as positive role models throughout the year to their respective groups and are sources of information, from orientation through to the end of the year. The mentors help make coming to DBS a more welcoming, less daunting experience for everyone. As well as arranging informal meetings and social events with their mentees, the team assists with any queries or concerns that new students may have. Throughout the year this team of students is supported by our Student Experience Team with whatever challenges and issues they face. This academic year we will have over 100 peer mentors divided across three areas - a programme based, regional (by nation) based, and year-based mentors. Each of our student mentors is given continuous high-quality training throughout the academic year to ensure they are fully engaged in our college experience and best prepared to support their mentees.

8.2 Class Reps

DBS was the first private college to engage with USI to train all of our class reps on the NStEP Programme. This programme was launched in 2016 by the HEA, QQI and USI, and applies the best principles of student engagement to enhance and enrich the College's interactions with our Class Reps. Early in the Academic year, your lecturer will look for a nominated class rep from each class. These will then partake in NStEP training and be invited to sit on the Student Council.

8.3 Student Council

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

8.4 Student Entertainment

The Student Experience Team, in conjunction with our Student Union and Societies, organises a full and varied schedule of social and cultural events throughout the year. From Freshers week in September, RAG week, weekly film screenings, cultural excursions and day trips, and the Student Awards in May, there is something for everyone. We also celebrate important cultural and national events such as Holi, Chinese New Year, Eid, St Patrick's Day, 4th July and other National Holidays.

8.5 Social

College life is about much more than just education. Through our broad range of clubs and societies, our students get to enjoy the full student experience, which extends beyond lectures and exams. The DBS Campus is Dublin City Centre, and we use all of the extra-curricular and recreational opportunities that our unique location offers. DBS recognises that clubs and societies are key to enhancing and enriching a student's experience while in college. We, therefore, encourage all of our students to get involved. Besides doing something that they love and enjoy, they will meet new friends with similar

interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

8.6 Societies

All Society Officers take part in a comprehensive training programme which covers areas such as leadership, event management, teamwork and conflict resolution. They feed into a strong support network, led by the Student Experience Team in partnership with Student Union Officers. On successful completion of their tenure, the leaders receive a digital badge which gives official recognition and can be displayed on their LinkedIn profile. The College has over 50 societies across different interests, activity-based, special interests, religions, International and cultural and volunteering and social.

8.7 IT Helpdesk

Support will be provided by the DBS administrative, facilities and IT support services. IT can be contacted for support by logging a ticket on Moodle.

8.8 DBS Library

Multiple supports can be accessed through the Library 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 2025/26. 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 Coordinator or Programme Level Manager. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!