DBS
Dublin
Business
School

Higher Diploma in Science in Data Analytics

Level 8, 60 ECTS

(with an embedded exit award of Certificate in the Fundamentals of Data Analytics, Level 8, 15 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 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!

Richard

Richard Barry

Chief Academic and Innovation Officer

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Section 1 Programme Information

Welcome Message from Dean of School of Computing Emerging Technology

Hello, and a very warm welcome to Dublin Business School. My name is David Williams, and I am the Dean of School of Computing Emerging Technology for your computing 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 ICT, Business, Arts and Law. Your choice to study data analytics 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 look after the undergraduate programmes which include the BA (Hons) in Computing and the postgraduate programmes, the MSc in Data Analytics and the MSc in Artificial Intelligence. 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 you 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.

Please do not hesitate to contact me on david.williams@dbs.ie if you have any questions.
Best wishes to you all for a great year!

David

Dr David Williams
Dean of School of Computing and Emerging Technology

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 Course Director or Programme Coordinator. If they cannot tackle the question or problem themselves, they can help you identify the person who can, and they will refer you on to them. Below is short description of the people you will meet on your programme:

- **Dean of School of Computing and Emerging Technology**
  The Dean of School of Computing and Emerging Technology 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 contributing to programme development and delivery. They work across the discipline supporting the Academic Director to ensure the educational products delivered are of the highest quality.

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

- **Module Leader**
  The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment, and completion of the module. Module leaders work hard to ensure a high-quality teaching and learning experience for all students.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Nilasha Roy	students.dbs.ie/dashboard/sccm

Dean of School of Computing and Emerging Technology	Dr David Williams	david.williams@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.

Section 2 Programme Details

2.1 Aims of the Programme

The Higher Diploma in Science in Data Analytics provides the practical knowledge and skills in the area of computing and data science for learners who wish to upskill or reskill in this area. The Higher Diploma in Science in Data Analytics is a one year full-time, two years part-time programme that aims to educate and prepare a diverse group of learners in applying the transferable skills that they have obtained as part of their original degree to specific computing / ICT skills in their chosen area of specialisation. The programme aims to develop learners' knowledge of the theory and practice of Data Analytics necessary for them to secure employment and perform as graduate level ICT /Data Analytical practitioners in a broad range of commercial, industrial and public sector environments. However, as a transversal skill, Data Analysis can be applied across a variety of disciplines, for example in financial services[1]. Learners will benefit from theoretical knowledge fundamental to apply advanced analytics in web and business application, predictive modelling, statistics, programming, machine learning, and advanced visualisation to data sets through a variety of tools and techniques in order to generate actionable insights for stakeholders and support strategic decision making. The programme provides learners with an opportunity to gain experience of analysing, researching and solving real-world ICT projects through work placement and project work.

The Higher Diploma in Science in Data Analytics is a one year full-time (two semesters) and a two year part-time (four semesters) programme providing foundational computing and advanced data analysis skills that will enable learners to develop and interpret complex data sets using various techniques related to data modelling, visualisation and machine learning that can be applied to various industries and specific use cases. The programme aims to provide solid theoretical and practical foundations that will enable learners to apply programming techniques, algorithms, and problem-solving techniques, but also demonstrate the learner's capacity to demonstrate the findings to both technical and non-technical audiences.

According to Deloitte practical guide (2017)[2], "Compared to traditional reporting and dashboarding, analytics causes a paradigm shift within organisations that will require new behaviours. People will need to collaborate more, new processes will need to be developed, and managers and executives will need to trust the decision support that analytics will provide them." This programme engenders an awareness of the importance of transversal skills such as communication, collaboration and project management for data analysts and graduates will be able to apply these skills through formative and summative assessments, which capture the resilience and agility required of graduates in contemporary and diverse environments.

The aims of the programme are to:

[1] *Harvard Business Review (2018),* https://hbr.org/2018/02/big-companies-are-embracing-analytics-but-most-still-dont-have-a-data-driven-culture

[2] *Deloitte practical guide to build sustainable analytics capabilities in at an accelerated rate,* https://www2.deloitte.com/content/dam/Deloitte/ca/Documents/deloitte-analytics/ca-EN-Building-Analytics-Capabilities-AODA.pdf

1. Develop learners' ability to enhance their employment opportunities in the data science sector.
2. Enable learners to progress their ability to demonstrate advanced skills in data analytics.
3. Develop abilities of an advanced nature in an array of data science disciplines.
4. Contextualise newly gained practical skills in a real-world environment through placement and project work.

The objectives of the programme are to:

1. Develop learner's criticality in order to analyse industry trends in Big Data.
2. Develop learners who are capable of performing robust, significant reports on the future orientation of the field of data analytics with specific emphasis on the problem domain.
3. Provide learners with a platform to develop the requisite technical and design skills required by industry and to deepen knowledge of statistical analysis and analytical models.
4. Enable learners to implement scalable Big Data applications.
5. Prepare learners to work effectively and collaboratively in the execution of common goals.
6. Provide work opportunities where learners can apply knowledge to a real-world situation.

Assessment will reflect the applied nature of the programme and will include a combination of 'take-home' assignments; skills-based assessments, practical lab tasks, projects, demonstrations and presentations in addition to conventional summative examinations. Assessments will be designed to assess the achievement of learning outcomes and to measure and enhance the skill levels of the learners, in addition to consolidating the material covered. Timely and detailed assessment feedback will be provided to each learner.

There is one embedded programme in the Higher Diploma in Science in Data Analytics, a Certificate in the Fundamentals of Data Analytics. The Certificate in the Fundamentals of Data Analytics is offered as an exit award for learners who cannot complete the full programme.

2.2 Programme Learning Outcomes

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

MIPLO1	Synthesise methods and technologies for acquiring, interpreting and analysing big data.
MIPLO2	Evaluate and critique relevant statistical, mathematical and business tools employed to solve problems involving big data sets.
MIPLO3	Formulate and evaluate hypotheses and experiments in the field of data analytics.
MIPLO4	Appraise and critique the applicability of data analytical skills and technologies to novel problems and opportunities.
MIPLO5	Formulate solutions to problems related to the field of data science through the application of appropriate techniques and tools.

MIPLO6	Critically evaluate potential solutions to relevant problems to make informed effective decisions related to the field of data science.
MIPLO7	Appraise data science solutions in an effective manner both as an individual and a team member.
MIPLO8	Synthesise appropriate skills to reflect on learning experiences incorporating feedback, consultation, collaboration, guidance and review and the formulation of future plans.
MIPLO9	Display a range of personal and interpersonal skills, acknowledging current societal issues of concern and the ethical impact of data analytics when applied to them.

2.3 Programme Structure

Semester one (FT) lays the groundwork for the programme and encompasses mostly foundational modules that focus on providing a solid and comprehensive understanding of the relevant concepts, a proficiency in the use of *Programming for Data Analytics, Statistics for Data Analytics* and *Databases and Business Applications*. Learners initially develop advanced practical skills in essential areas such as programming, and *Data Visualisation and Communication*s while also offering theoretical knowledge of statistics.

Semester two (FT) builds on this by covering advanced modules in which the knowledge, understanding and skills acquired in the first semester can be employed. Semester two modules offer applied skills in topics such as *Data and Network Mining* and *Platforms for Data Analytics.* Semester two (FT), also comprises an elective module of *Project* or *Placement* module, which focuses on applied skills.

The project-based module allows the learner to demonstrate their critical thinking in application of knowledge and skills acquired in the programme to solve a clearly defined Industry problem. The project report (and presentation) will outline the literature, methodology, analysis, and discussion to support the innovative solution and its commercial validity.

Number	ECTS	Module Title	Module synopsis and contribution to programme overall
1	5	Statistics for Data Analytics	This module aims to provide learners with a solid understanding of the fundamentals of statistical analysis. Learners will study 3 topics: descriptive statistics, inferential statistics, and regression analysis. The module will also introduce learners to statistical software, e.g. R/Python. The material will be taught assuming no prior knowledge. Successful completion will enable learners to progress to Tools for Data Analytics.
2	10	Programming for Data Analytics	This module teaches the fundamental principles of programming required to design, write, test and document structured procedural and object-oriented programmes with an emphasis on problem solving and applicability of programming languages within a data analysis environment. Then the module will focus on computational

			and algorithmic methods for processing large-scale data. Relevant programming languages will be examined where appropriate (e.g. Python, R and/or Java). In particular, HDFS, HBASE can be used for managing and Hive, pyspark/sparkr can be exploited to process Big Data in Hadoop ecosystem. The module assumes no prior knowledge of programming.
3	5	Databases and Business Applications	This module is designed to provide learners with an in-depth understanding of how businesses leverage data to drive business decisions, performance, and strategy at departmental levels such as marketing, sales, customer service and across the business as a whole. Learners will then develop skills in the three phases of relational database development: logical, conceptual and physical as well as developing practical skills in database technologies used to store, maintain, and query datasets.
4	5	Data Visualisation and Communications	This module is designed to provide learners with the skills they need to present data in a way that yields insight and understanding to an observer. Learners will develop skills in Data Visualisation as a tool for understanding information. Learners will also investigate the characteristics of unstructured data and how challenges in this area can be overcome using a variety of tools and techniques.
5	5	Data and Network Mining	This module enables learners to understand the importance of Data and Network Mining tasks. Learners will develop an in-depth understanding of data mining techniques. They will also examine the techniques involved in Web Mining such as Web search, Web personalisation and recommendations, Web community domain analysis, fundamental principles, algorithms and research in these areas. Learners will develop skills to create Web data models and to build systems for Web search, personalisation and recommendations.
6	10	Applied Data Analytics	This module aims to achieve a solid grounding in Applied Data Analytics to a level 8 standard. The topics covered include predictive analysis, machine learning, simulation, and optimisation as well as elaborating on descriptive statistics, inferential statistics, and regression analysis which have been previously studied in the module “Statistics for Data Analytics”. Students will be introduced to probability distributions such as Gaussian, Binomial, Gamma, and Poisson distributions and will critique their practical use and implications. This module will enable learners to create more precise models of real-world scenarios, addressing statistical problems via data analytics in a practical manner, using statistical software, e.g. R/Python, as well as distributed cloud solutions, such as Hadoop (Pig, Hive, Spark) with MapReduce. Learners will develop an appreciation of the various models that can be applied to target domains e.g. business, societal, retail, financial. The material will be taught assuming students have taken Statistics for Data Analytics and Tools for Data Analytics.
7	10	Platforms for Data Analytics	This module aims to achieve a solid grounding in the platforms and tools for analysing data deriving both quick and deep insights to a level 8 standard. In particular, learners will be familiar with BI tools such as Tableau, Power BI, etc., and data science platforms such as R/Rattle/shiny and Python/Django. They will be introduced to analytical stores such as data warehouses and data marts for retrieving business intelligence from data. Also, Learners will develop skills to create data models for business intelligence, combine data from several sources and implement data warehouses or data marts to produce useful management reports.

8	10	Project / Placement	The aim of this Capstone project is to consolidate the knowledge, skills, and competences acquired by learners during this programme. In this project, students will select, specify, design, justify, and implement a data analytics investigation that makes use of large data sets. The project will necessarily require data ingestion, wrangling, computation and analyses, and the production and presentation of a project and report. Students are guided by faculty in the selection of a data set, scope of investigation, initial exploratory data analysis, and formulation of hypotheses.

2.4 Teaching and Learning Strategy for a multi-modal environment

The teaching and learning (T&L) strategy refers to the teaching modes, approaches, and activities that the lecturer will use to help you work toward achieving the learning outcomes for the module.

Examples of T&L modes include:

Mode	**Description**
In-class	Where the lecturer and all the students are in the class
Live Online	Where the lecturer and all of the students are online at the same time
Hybrid	Where some of the students are online and some are in the class and the lecturer is either in-class or online
Pre-Recorded	Where the lecturer pre-records a session
On Demand	Where the lecturer has prepared teaching content or activities and made it available to you online for you to engage with at your own convenience

Examples of T&L approaches include:

Approach	**Description**
Lecture	Where the lecturer presents or talks about concepts, ideas, topics, or theories
Tutorial	Where the lecturer and students engage in a discussion
Workshop	Where the lecturer and students engage in activities either collectively or in groups
Lab Demonstrations	Where the lecturer or students demonstrate processes usually on a computer

Examples of T&L Activities include:

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

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

Typically, a timetabled class will take place in one mode or another, for example through online, in-class, recorded or hybrid mode. Although the on-demand mode can be used on its own or with any of the other modes.

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into 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.

2.5 Other Relevant Programme Information

For learners unable to complete the full Higher Diploma programme, there is an embedded Exit award available, the *Certificate in the Fundamentals of Data Analytics*, which is a 15 ECTS award positioned at Level 8 on the NFQ. To be eligible to exit from the Higher Diploma with this award, learners must successfully complete the *Databases and Business Applications*, and *Programming for Data Analytics* modules.

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

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 Schedule

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

Stage	Module	ECTS	(M)/(E)[3]	Assessment
Award	Statistics for Data Analytics	5	M	Exercises and Data Analysis Project (Individual) 40% Applying Linear Regression to a Real-World Dataset 60%
	Programming for Data Analytics	10	M	Practical Coursework Assignments 60% Individual project 40%
	Databases and Business Applications	5	M	CA01 (Design, Implement, Documentation and Evaluation) 100%

[3]Mandatory (M)/Elective (E)

	Data Visualisation and Communications	5	M	Data 60% Group Project: Presentation and Report 40%
	Data and Network Mining	5	M	CA1 Data Insight 50% CRISP-DM Group Data 50%
	Applied Data Analytics	10	M	CA01 Exploratory Analysis Dataset 50% Project 50%
	Platforms for Data Analytics	10	M	Continuous Assessment 50% CA02 - Conduct a comprehensive data analysis 50%
	Advanced Data Analytics	10	M	CA01 - Interactive dashboard50% Project 50%
	Project	10	E	Supervised project 100%
	Placement	10	E	Placement 100%

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 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

5.1 Key Assessment Regulations

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 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 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 2024/25. These include SESU Drop-in sessions – Tea & Talk, SESU Workshops for Numerical Skills, Academic Writing & IT Skills as well as Research skills & referencing delivered by our Award-Winning Library Team. Our Peer Mentor Programme also provides peer support across all programmes throughout the academic year.

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

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

Section 10 Conclusion

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

Enjoy your time at DBS!