



# Master of Science in Cybersecurity

Level 9, 90 ECTS

*(with an embedded exit award of the Postgraduate Diploma in Science in Cybersecurity)*

**Programme Handbook**

**2024/25**

## 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!

*Lori*

Lori Johnston  
Academic Dean

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## Section 1 Programme Information

### Welcome Message from Academic Director

Hello and a very warm welcome to Dublin Business School. My name is David Williams, and I am the Academic Director for your computing programme.

You have made the right choice on 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 computing 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 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](https://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](mailto:david.williams@dbs.ie) if you have any questions.  
Best wishes to you all for a great year!

*David*

**Dr David Williams**  
**Academic Director – Computing**

## 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 Academic 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:

- **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 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

	<b>Name</b>	<b>E-mail</b>
<b>Programme Coordinator</b>	Tamires Secco	<a href="https://students.dbs.ie/dashboard/sccm">students.dbs.ie/dashboard/sccm</a>
<b>Academic Director</b>	David Williams	david.williams@dbs.ie

In DBS Email addresses for lecturing staff: **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](https://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

This programme is aimed at developing learners within the Cybersecurity discipline and involves skills in technology, communication information management, and related processes that will enable assured business operations in the context of threat identification and mitigation. The cybersecurity discipline involves a broad range of technological needs including the creation, operation, analysis and testing of secure computer systems. The programme also recognises the interdisciplinary nature of cybersecurity, and incorporates learning on law, policy, human factors, ethics, and risk management.

The programme has been designed to meet the growing need for cybersecurity provisions throughout the workforce. Given society's increasing dependence on the global cyber infrastructure, cybersecurity is now emerging as a distinct knowledge area. It has become an identifiable discipline with a breadth and depth of content that encompasses many of the subfields (e.g. software development, networking, database management) to form the modern computing ecosystem. Underlying this emergence is the need to prepare specialists across a range of work roles for the complexities associated with assuring the security of system operations from a holistic view. Business objectives now require to effectively manage risk, done by constantly monitoring, assessing and responding to cyber threats directed towards businesses and development/implementation of mitigating controls.

The current generation of cyberattacks differ from their predecessors in a variety of ways, the most prevalent difference being the wide range of technologies that they can target, from mobile phones to entire cloud networks. As a result, attacks can occur across countries, companies, and even continents. This programme aims to fill the ever increasing skills gap in this area and delivers material that follows the most current practice.

Learners initially develop advanced practical skills in essential areas such as programming, advanced databases, networks and systems administration while also acquiring knowledge of cryptography and digital forensics. Furthering the learner's abilities in cybersecurity the programmes offer applied skills in contemporary topics such as software development, communications and networking security, and organisational and societal cybersecurity. The aim of the postgraduate programme is to create a deeper understanding, and acquire knowledge of technologies while also enhancing the practical technical skills of the learners.

The programme also incorporates professional development within the learning of each module in order to support learners in enhancing their employability options. This will enable the learner to integrate seamlessly into an organisation by addressing skills such as awareness of social media, self-management and teamwork that are essential for a Level 9 graduate.

The Master of Science programme specific aims are to:

- Enable learners to develop mastery of current and developing computer technologies especially skills related to the development and use of cybersecurity.
- Provide learners with a deep and systematic knowledge of the management of cybersecurity in organisational contexts.
- Facilitate the development of applied skills that are directly complementary and relevant to the workplace.
- Identify and develop autonomous learning skills for the learners.
- Develop in learners a deep and systematic understanding of current issues of research and analysis.
- Enable the learners to identify, develop and apply detailed analytical, creative, problem solving and research skills.
- Respond ethically and informatively to address any unseen situations that may arise due to the emerging needs of industry.
- Provide the learner with a comprehensive platform for career development, innovation and further study.

## 2.2 Programme Learning Outcomes

On completion of the Master of Science in Cybersecurity, learners will:

<b>MIPLO</b>	<b>Learning Outcome</b>
<b>MIPLO1</b>	Exhibit an extensive knowledge of the theoretical and conceptual knowledge essentials in the discipline of cybersecurity.
<b>MIPLO2</b>	Critically analyse a range of methods, tools and technologies identifying strengths and weaknesses within current security standards.
<b>MIPLO3</b>	Evidence critical awareness of emerging tools, trends and technologies in the constantly emerging area of cybersecurity.
<b>MIPLO4</b>	Evidence advanced skills that are required in the design, development, evaluation and security of cybersecurity in a modern computing environment.
<b>MIPLO5</b>	Interpret complex security models and methodologies into unfamiliar situations in order to devise effective technical and nontechnical solutions appropriate for strategic security recommendations.
<b>MIPLO6</b>	Exhibit a critical awareness of technological, political, social, regulatory and economic developments affecting the cybersecurity environment.
<b>MIPLO7</b>	Develop effective communication, time-management, teamwork and leadership abilities suitable for a professional environment.

MIPLO	Learning Outcome
<b>MIPLO8</b>	Support continuing professional development to ensure that key considerations and implications of 'own work' and 'work of others' are in the best interests of all stakeholders through maintaining integrity and independence in professional judgement.
<b>MIPLO9</b>	Evolve problem-solving skills to address clients' problems and provide solutions by using existing research and applying suitable research methods.
<b>MIPLO10</b>	Demonstrate proficiency in research skills to plan, design, develop and manage a research project that demonstrates competencies in cybersecurity and comply with the ethical implications in the relevant domain.

The *Postgraduate Diploma in Science in Cybersecurity* is an embedded award in the *Master of Science in Cybersecurity*. The Postgraduate Diploma is offered as a separate entrance and exit award and will be of interest to those who wish to complete the taught component only of this programme.

The duration of the postgraduate programme is two semesters full-time and three semesters part-time and is comprised of four taught modules of 5 ECTS along with four taught modules of 10 ECTS each.

### 2.3 Programme Structure

Stage label	Module title	ECTS	Module synopsis
Award	Advanced Programming Techniques	10	This module will equip learners with the necessary programming skills required for the design, development and testing of information systems. They will learn to write effective algorithms and implement them by using suitable data structures. They will also develop abilities to incorporate object-oriented concepts for modular programming, use of design patterns, parsing web data, development of UI and use of software libraries.
Award	Advance Databases	5	This module synthesises the principles and practices involved in the management, retrieval, organisation, indexing and storage of large quantities of data. It provides an in-depth understanding of a wide variety of database systems, concepts and state of the art skills in database applications. Learners will learn the concepts of web scale data, how to implement technical solutions and the challenges and benefits associated with web scale data storage.

Stage label	Module title	ECTS	Module synopsis
Award	Networks and Systems Administration	5	This module will examine in detail the principles of system administration, tools and techniques. It will focus specifically on common system and network administration tasks such as user and group management, performing backups, monitoring system performance and the boot process. Server and network technologies such as DNS, file sharing, LDAP or Kerberos authentication will be examined. The module will generate skills based on the practical application of knowledge, through hands on assignments which will develop real world skills.
Award	Cryptography and Digital Forensics	10	This module will equip learners with the necessary skills required for the effective securing of data communications and the execution of a legally sound data forensic investigation. The module focuses on the protection of data through the application of mathematical and analytical algorithms.
Award	Communications and Networking Security	10	This module will equip learners with the necessary practical skills required for the detection and analysis of anomalous computer network traffic with a view towards intrusion detection, intrusion prevention and cyber operational security.
Award	Cybersecurity for Software Development	5	This module covers the weakness of web and system applications to attack from Internet and other malicious sources. It covers best practice Software Development safety policies and procedures as well as the methodology, measuring and testing of system vulnerabilities.
Award	Penetration Testing and Business Continuity	5	To prepare students to conduct successful penetration testing and ethical hacking projects. Give students the skills of proper planning, scoping and reconnaissance, scanning, target exploitation, password attacks, and wireless and web applications with detailed hands-on exercises and practical tips for doing the job safely and effectively.  On completion of the module, students should have acquired the skills and understanding to be able to participate in Business Continuity Management / BCM programs and BC projects for an organisation. Students will acquire the essential skills and knowledge of project management, risk analysis and review, Business Impact Analysis (BIA), recovery strategy, plan development, and testing and exercising the Recovery Plan.
Award	Organisational and Societal Cybersecurity	10	To equip the learner with an in depth knowledge of cyber security legislation and governance including security frameworks and cyber policies and procedures. Moreover, the learner will gain an insight into the ethical considerations of cyber security as it relates to the protection of data, systems and corporate networks. Moreover, this module focuses on protecting individuals' data and privacy in the context of organisations (i.e. as employees) and the reflection of data policies in the safeguarding of their personal information.
Award	Applied Research Methods	5	This module seeks to develop the learner's knowledge and understanding of the processes underpinning formal applied research. It provides coverage of research idea formulation and implementation methodology, while highlighting the possible

Stage label	Module title	ECTS	Module synopsis
			<p>ethical implications of their work in and of itself and how they carry it out.</p> <p>A key assessment component of the module is an appropriate and effective research proposal for a Level 9 Applied Research Project. Research idea generation and research-refinement techniques form the basis of the process. Related to this are activities in formulating a literature review relevant to the chosen research question and topic, and artefact design appropriate to the choice of research topic.</p>
Award	Applied Research Project	25	<p>This module synthesises learning in a capstone of an applied research project, consolidating learners' research capability, theoretical knowledge and applied skills through the production of an artefact and written report. The Applied Research Project should combine both research and technical skills to investigate, design, produce and evaluate the solution put forward. This involves researching a problem with significant implications for a chosen organisation or industry, applying key concepts and techniques from the cybersecurity area to deliver a solution, the construction of an artefact which implements the chosen solution.</p>

#### 2.4 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 9 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.

### Master of Science in Cybersecurity Assessment (FT) Schedule

#### Semester One

Module	ECTS	Assessment	Weighting	Due Date
Advanced Programming Techniques	10	Practical (Individual)	30%	Wk 6
		Project (Individual) (Report/Artefact/Demonstration)	70%	Wk 12
Advanced Databases	5	Database (Report/Artefact/Demonstration)	50%	Wk 11
		2HR Exam	50%	Wk 12
Networks and Systems Administration	5	Deploy Network (Report/Artefact/Demonstration)	60%	Wk 5 / Wk 10
		In-Class Test	40%	Wk 12
Cryptography and Digital Forensics	10	In class test	30%	Wk 6
		Digital Forensics (Tasks/Reports/Demonstration)	70%	Wk 11

### Semester Two

Module	ECTS	Assessment	Weighting	Due Date
Communications and Networking Security	10	Honeynet Deployment	40%	Wk 5
		Snort IDS Deployment	30%	Wk 8
		Firewall Set-up	30%	Wk 12
Cybersecurity for Software Development	5	Practical (Individual) (Report/Artefact) Python Web scanner	50%	Wk 8
		Personal Hardware Device Audit Report	50%	Wk 11
Penetration Testing and Business Continuity Management	5	Pentesting Exercises	40%	Wk 6
		Project, Business Continuity & Disaster Recovery Plan and Presentation	60%	Wk 12
Organisational and Societal Cybersecurity	10	Problem Based Learning Case Study	100%	Wk 11

### Semester Three

Module	ECTS	Assessment	Weighting	Due Date
Applied Research Project (Masters students only)	25	Artefact/product demonstration	40%	Wk 12
		Presentation	10%	Wk 2/3
		Project Report	50%	Wk 12

### Assessment Submission points by Semester (FT)

Recognising the importance of student workload, assignments are spread over the programme. Assessments are scheduled to cater intervals of non assessment and the potential for extensions, which can arise throughout the academic year. Feedback will be delivered in a timely manner as directed by QAH policies. This will allow for periods of reflection by the students on the feedback between assignments.

Semester 1													
Module	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Exam
Advanced Programming Techniques													
Advanced Databases													
Networks and Systems Administration													
Cryptography and Digital Forensics													
Semester 2													
Module	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Exam
Communications and Networking Security													
Cybersecurity for Software Development													

Penetration Testing and Business Continuity Management														
Organisational and Societal Cybersecurity														
<b>Semester 3</b>														
<b>Module</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>	<b>Wk 7</b>	<b>Wk 8</b>	<b>Wk 9</b>	<b>Wk 10</b>	<b>Wk 11</b>	<b>Wk 12</b>	<b>Exam</b>	
Applied Research Project (Masters students only)														

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](http://www.dbs.ie)
- . <https://elearning.dbs.ie/> (Moodle)
- . [www.mydbs.ie](http://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](https://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](https://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

## 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!