DBS
Dublin
Business
School

Master of Science in Artificial Intelligence

Level 9, 90 ECTS

(with an embedded exit award of the Postgraduate Diploma in Science in Artificial Intelligence, Level 9, 60 ECTS)

Programme Handbook

2025/26

Foreword

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

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

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

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

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

Good luck on your journey!

Richard

Richard Barry

Chief Academic and Innovation Officer

Table of Contents

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 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 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 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:

- **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	Karina Stifurska	students.dbs.ie/dashboard/sccm

Dean of School of Computing and Emerging Technology	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 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 aims to develop learners within the Artificial Intelligence (AI) discipline involving skills in technology, programming, human/machine interactions, and information processes to respond to the ever growing demand across industries for AI specialists. The AI discipline involves an integrated delivery covering the broad range of technical and hands-on skills in machine learning and cybernetics. The programme also recognises the interdisciplinary nature of AI, including aspects of data analytics, cognitive sciences, law, ethics, and risk management.

This programme is designed to meet the growing need for AI throughout the workforce which can directly create added value and wealth to the Irish businesses and the society. Given society's increasing communications with the global partners, AI is emerging as an identifiable discipline with a breadth and depth of content that encompasses many of the subfields (e.g., software development, machine learning, human/machine interactions etc.) that form the modern computing ecosystem.

The programme aims are to incorporate practical skills in each module for the professional development of learners to enhance their employability options. This will enable the learner to integrate seamlessly into an organisation. The Master of Science programme also comprises a Research Methods and an Applied Research Methods module, which focuses on research and development skills. This module will inform the learner's capstone project. Throughout the programme, learners will develop advanced critical thinking, writing, and research skills. The Applied Research Project is specifically designed to encourage learners to formulate industry-focused 'problem' statements. Learners will then be supported by academic supervisors and introduced to industry mentors in their chosen field of contemporary research. Through this process, learners will have the opportunity to research, ideate, develop, and innovate solutions to create value for real-world AI decisions makers.

The specific programme aims are to:

- Enable learners to develop mastery of current and developing computer technologies especially skills related to the development and use of Artificial Intelligence.
- Provide learners with a deep and systematic knowledge of the management of Artificial Intelligence 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.

Overall, the programme aims to create in learners a critical understanding of Artificial Intelligence skills, whilst also enhancing the research capability and practical technical skills of learners.

2.2 Programme Learning Outcomes

On completion of the *Master of Science in Artificial Intelligence*, learners will:

MIPLO	Learning Outcome
MIPLO1	Demonstrate an extensive knowledge of the theoretical and conceptual knowledge essentials in the discipline of Artificial Intelligence.
MIPLO2	Evidence critical awareness of Artificial Intelligence particularly Machine Learning and Deep Learning Algorithms and Libraries.
MIPLO3	Critically analyse a range of models, API's, and techniques identifying strengths and weaknesses within current AI standards.
MIPLO4	Evidence advanced skills that are required in the design, development, evaluation of Artificial Intelligence solutions in a modern computing environment.
MIPLO5	Identify novel applications for Artificial Intelligence technology that align with strategic business goals.
MIPLO6	Demonstrate a critical awareness of technological, political, social, regulatory and economic developments affecting the Artificial Intelligence environment.
MIPLO7	Establish excellent communication, time-management, teamwork and leadership abilities for a professional environment.
MIPLO8	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.
MIPLO9	Evolve problem-solving skills to address clients' problems through applied knowledge of contemporary state-of-the-art artificial intelligence topics.
MIPLO10	Develop proficiency in research skills to plan, design, develop and manage a research project that demonstrates competencies in Artificial Intelligence and comply with the ethical implications in the relevant domain.

The Master of Science in Artificial Intelligence provides learners with a critical understanding of core AI and Cognitive Science skills, while also enhancing the research capability and practical technical skills of learners. By incorporating a focus on authentic assessment throughout modules to strengthen practical skills, the professional development of learners enhances their employability, which will enable the learner to integrate seamlessly into an organisation.

Semester one (FT) lays the groundwork for the programme and encompasses modules that focus on providing a solid and comprehensive understanding of the relevant concepts, a proficiency in programming techniques, and cognitive science. Learners initially develop advanced practical skills in essential areas such as programming, graph and AI, and machine learning while also offering theoretical knowledge of Pattern Recognition and Cognitive Science. Semester one also comprises an Research Methods module, which focuses on research skills.

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 Recommender Systems, Deep Learning, Reinforcement learning, and Natural Language Processing. For those completing the Master of Science programme, Semester two also comprises an Applied Research Methods module, which focuses on research and development skills. Learners will then progress to the capstone stage (Semester three) where they will choose to complete a Dissertation or an Applied Research Project.

2.3 Module Outline

Stage	ECTS	Module Title	Module synopsis and contribution to programme overall
Award	10	Programming for Data Analysis	The module is an underpinning module of this programme and has been included to allow the learner to develop and apply programming skills to develop solutions in the domain of data analytics.
Award	5	Graph and AI	This module introduces the student to the graph technology and algorithms underpinning modern approaches. Graph networks support relational reasoning and combinatorial generalisation, laying the foundation for more sophisticated, interpretable, and flexible patterns of reasoning enhancing current deep learning approaches to AI.
Award	10	Machine Learning and Pattern Recognition	This module synthesises the principles and practices involved in the fundamental concepts of Machine Learning (ML) with applications in Pattern Recognition including topics in image recognition and natural language processing (NLP).
Award	5	Research Methods	Research Methods seeks to develop the learner's knowledge and understanding of the processes underpinning the use of qualitative and quantitative

			approaches used within master's level research. It builds on principles and procedures learnt in other modules by applying them within an in-depth examination of the planning and management of the dissertation.
Award	10	Recommender Systems	This module synthesises the principles and practices involved in the fundamental concepts of Recommender Systems and offers practical insights into how this learning paradigm supports automatic mechanisms of structural knowledge representation.
Award	10	Deep Learning	This module synthesises the principles and practices involved in the fundamental concepts of deep learning and offers practical insights into how this learning paradigm supports automatic mechanisms of structural knowledge representation.
Award	5	Reinforcement Learning	This module synthesises the principles and practices involved in the fundamental concepts of Reinforcement Learning (RL) with focuses on core online learning algorithms, with the more mathematical material set off in shaded boxes.
Award	5	Natural Language Processing	This module builds on principles and techniques covered in the machine learning and pattern recognition module and provides the learners with knowledge and skills of natural language processing, including foundations in linguistics, statistical analysis and applications.
Award	5	Applied Research Methods	This module develops learners' knowledge and understanding of the processes underpinning formal research. It provides coverage of research strategies, designs, sampling, methods of data collection, while highlighting the ethical implications of, and the need for rigour in, masters' level research. Qualitative data analysis techniques will be explored, to complement the quantitative methods covered in other modules, and learners will be equipped with the requisite skills to plan, investigate, analyse and present data using various research methodologies. Research idea generation and research-refinement techniques form the basis of the process. Related to this are activities in describing the state of the art relevant to the chosen research question and topic. Research ethics considerations will be covered in depth, with appropriate case studies, and the learners will be required to explore the ethical implications of their proposed research, and formulating an ethical approval

			application for their research proposal. Key assessment components of the module are an appropriate and effective research proposal, and a competent presentation thereof.
Award	25	Applied Research Project	This module synthesises learning in a capstone research project, consolidating learners' research capability, theoretical knowledge, and applied skills through the production of an artefact and written report. The 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 analytics to deliver a solution, the construction of an artefact implementing the chosen solution, the critical evaluation and defence of the project outcomes.
Award	25	Dissertation	The Dissertation module synthesises learning in a capstone traditional written dissertation or the option of an applied research project, consolidating learners' research capability, theoretical knowledge and applied skills through the production of an artefact and written report. Through either pathway the learner is exposed to the critical analysis of key issues, academic/industry literature and experience as a researcher. The learner will be encouraged to critically evaluate the implications of the findings of their research and develop research skills, critical thinking, reasoning and reflection abilities as well as demonstrate their knowledge and cognitive skills. This module therefore, enables learners to bring together their learning from all the modules that have been previously completed at this level.

For learners who are unable to complete the research capstone stage of the *Master of Science in Artificial Intelligence* programme, there is an exit award available, the *Postgraduate Diploma in Science in Artificial Intelligence*, which is 60 ECTS and positioned at Level 9 on the NFQ. Learners who fail their two opportunities on their research capstone will be exited from the programme with the Postgraduate Diploma. Learners who wish to exit must apply to the Exams Office to be considered for exiting.

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 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.

3.2 Assessment Brief

Master of Science in Artificial Intelligence

Assessment Schedule

Semester One

Module	ECTS	Assessment	Weighting	Due Date
Programming for Data Analysis	10	CA01 (Practical programming skills)	40%	Wk 8
		CA02 (Project)	60%	Wk 11
Graph and AI	5	CA01 (Individual)	50%	Wk 10

		CA02 (Team artefact and presentation; Individual report)	50%	Wk 12
Machine Learning and Pattern Recognition	10	CA01 – Individual Continuous Assessment	40%	Wk 6
		CA02 – Group Continuous Assessment	60%	Wk 11
Research Methods	5	Research Question and Literature Review	60%	Wk 7
		Defence	40%	Wk 12

Semester Two

Module	ECTS	Assessment	Weighting	Due Date
Recommender Systems	10	Continuous Assessment 1: Group Project on Model Development and Evaluation Techniques	60%	Wk 9
		Continuous Assessment 2: Individual Report on Explainability and Ethics in Recommender Systems	40%	Wk 12
Deep Learning	10	CA01	40%	Wk 9
		CA02	60%	Wk 12
Reinforcement Learning	5	CA01 Team project presentation and update report	40%	Wk 10
		CA02 Team project presentation and final report	60%	Wk 12
Natural Language Processing	5	Individual Continuous Assessment	50%	Wk 8
		Group Project: Artefact and Presentation, Individual Report	50%	Wk 10
Applied Research Methods	5	Proposal and Poster	100%	Wk 12

Semester Three

Module	ECTS	Assessment	Weighting	Due Date
Applied Research Project	25	Dissertation (10,000 words) & Artefact	100%	Wk 12
Dissertation	25	Dissertation (18,000 words)	100%	Wk 12

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

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 2025/26. These include SESU Drop-in sessions – Tea & Talk, SESU Workshops for Numerical Skills, Academic Writing & IT Skills as well as Research skills & referencing delivered by our Award-Winning Library Team. Our Peer Mentor Programme also provides peer support across all programmes throughout the academic year.

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

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

Section 10 Conclusion

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

Enjoy your time at DBS!