



# Bachelor of Arts (Honours) in Social Science

Level 8, 180 ECTS

Programme Handbook

2025/26

## Foreword

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

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. We have campuses in Dublin's city centre and nationalities from over ninety-five countries participate in a bustling and thriving learner 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 learner 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 DBS. My name is Dr Rosie Reid, and I am the Academic Director for your Social Science programme.

You have made the right choice in deciding to study at DBS. We are Ireland's largest independent third-level institution, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study Social Science will enhance your personal, academic, and professional development.

DBS has built on a reputation of "Excellence through Learning" and we pride ourselves on our ability to design and deliver programmes which are academically rigorous and innovative whilst ensuring they meet the demands of an ever-changing interdisciplinary field of research and practice, and professional standards and requirements. All faculty members are experienced tutors who are specialists in their chosen field. As well as being highly qualified academically, they are also actively engaged in research and practice, bringing a wealth of experience to the classroom that feeds directly into your learning experience.

I look after the undergraduate programmes for the Psychology and Social Sciences discipline, which includes the BA (Hons) in Social Science and the postgraduate programmes, including the MA in Contemporary Criminology. I work closely with your Programme Coordinator, Programme Level Manager and your lecturers.

Your learner portal is a one-stop-shop for accessing your email, timetables and more. I would like you to note the DBS email assigned to you. It is important that you correspond with DBS staff using this email only. We will send a number of important communications to this email during your studies. This information and more, is available in your Learner Handbook, which can be accessed via [students.dbs.ie/academic/operations](https://students.dbs.ie/academic/operations)

It is appreciated that new learners each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive via Moodle. We hope you enjoy your time with us here in DBS and look forward to helping you during your learning journey.

Best wishes to you all for a great year!

*Rosie*

**Dr Rosie Reid**  
**Academic Director for Psychology & Social Sciences**

## 1.1 Programme Administration

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

- **Programme Level Manager**

The PLM is responsible for coordination of the organisation and delivery of the programme, and for the management and support of learners on the programme. The PLM has an important role in mentoring learners and providing them with guidance and support on both academic and non-academic matters related to learner life. The core purpose of the PLM role is to provide professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources.

- **Programme Coordinator**

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

- **Module Leader**

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

## 1.2 Main Points of Contact for the programme

Role	Name	E-mail
Programme Coordinator	Lara Marçaro	<a href="https://students.dbs.ie/dashboard/sccm">students.dbs.ie/dashboard/sccm</a>
Programme Level Manager	Mr Paul Halligan	paul.halligan@dbs.ie

## 1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: [firstname.lastname@dbs.ie](mailto: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. Learners 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

The Bachelor of Arts (Honours) in Social Science is a three-year full-time or four-year part-time programme designed to enable learners to acquire a diversity of applicable skills necessary in today's social environment. The programme offers a dynamic, interdisciplinary education grounded in six key knowledge pillars: Social Policy, Sociology, Psychology, Criminology, Research, and Professional Skills and Social Innovation. This unique blend empowers learners to understand society from multiple perspectives—psychological, sociological, political, and criminological—while developing the research skills essential for real-world impact. Its key strength is in its variety. Some learners come to this programme with a clear idea of what their career path will be, but the majority have not made a decision and benefit from the variety of interrelated disciplines in the programme which provides a choice of routes that are not tied to a narrow path.

What sets this degree apart is its integrated approach to contemporary social issues. Learners will explore how policy decisions shape communities (Social Policy and Sociology modules), how human behaviour influences societal structures (Sociology and Psychology modules), and how justice systems operate within broader social contexts (Criminology, Psychology and Social Policy modules). Criminology modules also allow learners to examine crime and justice critically; through Psychology, motivations behind individual and group behaviour may be examined. Research modules tie the programme together, teaching learners to gather, analyse, and present evidence effectively.

This programme is ideal for individuals who are curious, analytical and passionate about making a difference. The degree prepares learners for a wide variety of careers in service, community development, education, research and equips them with the knowledge, adaptability, and critical thinking to make a contribution in a complex, changing world.

#### **Social Policy knowledge pillar**

The policy modules on the programme prepare learners for potential careers in child protection (TUSLA) and support organisations where an understanding of policy and legislation is essential. With two 10 credits modules on Social Policy, namely *Social Policy and Social Justice* at Level 6 and *Contemporary Social Policy in Ireland* at Level 8, the degree contains a large social policy component which is often an entry requirement for further postgraduate studies in Social Work. Other careers (such as the Gardai) similarly require such understanding. Other opportunities exist in governmental 'think-tanks' and in policy development in Ireland and abroad. One former graduate signalled her intent to work in policy development and strategy with the United Nations. Graduates can then engage in further study, for example Master of Arts in Addiction Studies.

#### **Sociology knowledge pillar**

The Sociology knowledge pillar focuses on an introduction to sociological theories in *The Sociological Imagination* and *Introduction to Economic Sociology* at Level 6, *Contemporary Inequalities* at Level 7, and *Families, Intimacies and Personal Life* along with *Environment and Society* at Level 8. Graduates can then engage in further study, for example MA in Addiction Studies. Future careers include Youth Justice Worker and Community Support Workers.

### **Psychology knowledge pillar**

The Psychology knowledge pillar focuses on foundational knowledge and skills developed by modules such as *Introduction to Psychology* at Level 6, *Technology and Society* at Level 7 and *Interpersonal and Group Communication* at Level 8. Graduates can then engage in further study, for example on the Higher Diploma in Psychology. Future careers include those in support organisations such as ALONE, The Samaritans, and Child line and in Employee Assistance Programmes, as well as careers in human resource management.

### **Criminology knowledge pillar**

This knowledge pillar begins with the Level 6 module, *Foundations in Criminology* through Level 7 with *Contemporary Criminology* and Level 8 with *Applied Criminology*. Graduates may undertake postgraduate study, for example in MA in Contemporary Criminology. The Garda Síochána have previously signalled the value to recruits of a Bachelor of Arts (Honours) in Social Science and will welcome the enhanced criminology pathway in this iteration of the programme. The dedicated modules enable the graduate to develop a sound understanding of theory but also of how this may be applied in various settings such as law enforcement, compliance, the probation services, as well as roles in youth and family justice. This specialised knowledge is further enhanced through exposure to sociological theory, social policy and through development of transversal skills such as communication and teamwork.

### **Research knowledge pillar**

Learners engage in a number of research modules across the degree, developing their knowledge and skills in qualitative and quantitative methods. The pillar starts with *Introduction to Social Research* at Level 6, *Advanced Social Research* at Level 7 and concludes in Level 8 *Social Science Research Project*. This equips learners for postgraduate studies but also for careers in Non-Governmental Organisations (NGOs) which engage in their own research, such as Barnardos and the Combat Poverty Agency. The analytical skills they acquire (for example in coding and using programmes such as NVivo and SPSS) are also beneficial in other careers such as market research.

### **Professional Skills and Social Innovation knowledge pillar**

Learners engage in a number of modules that enhance their professional skills and social innovation competencies across the programme. For example, the research modules also contribute to this knowledge pillar, in addition to *Academic Skills for Social Science* at Level 6, *Critical Thinking Skills* and *Campaigning, Advocacy and Social Innovation* at Level 7 and *Interpersonal and Group*

*Communication* at Level 8. There is wide applicability of these modules across both cognate and non-cognate career paths and progression in postgraduate study.

The knowledge pillars can be mapped to three, broad programme themes to provide learners with an understanding of the key social scientific disciplines: *Social Policy, Social Justice, and Equality, Understanding Self and Society, and Professional Skills, Research, and Innovation*. These themes capture the scope of the programme and encapsulate the key fields of study for learners. It should be noted that these themes are not exclusive to particular modules but may be represented across a variety of these.

In this way, the programme aims to provide an integrated, in-depth education in the interdisciplinary field of the social sciences that enables the learner to develop the theoretical knowledge and practical skills they need to enter and progress in a variety of work environments including business (private, public), non-profit, research, education, policymaking etc. As a transversal skill, social skills can be also applied to management, marketing, and human resources management.

The specific programme objectives for the Bachelor of Arts (Hons) in Social Science are to:

1. Provide learners with the opportunity to develop, deepen and expand their theoretical knowledge of society.
2. Develop in learners a critical awareness of the contribution of social science to understanding human behaviour and experience.
3. Enable learners to engage in advanced theoretical debates relevant to the understanding of contemporary issues in society.
4. Establish understanding of social science as an applied discipline in a diverse range of fields.
5. Facilitate in learners a critical understanding of the main domains of empirical study in social science.
6. Provide learners with the skills necessary to engage in research in multidisciplinary social science arenas.
7. Equip learners with the knowledge skills and competencies required to progress in a wide range of career options of social science through further study and career development.

The learner will also have the option of an embedded exit award after stage one. This exit award is titled, Certificate in Social Science (Level 6, 60 ECTS). The exit award will provide an opportunity for first stage learners to acquire fundamental concepts in the social science field. The exit award is for those who for personal or professional reasons cannot continue in the full undergraduate honours degree programme.

## 2.2 Programme Learning Outcomes

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

<b>MIPLO1</b>	Synthesise knowledge of the major concepts, theoretical perspectives, empirical findings and
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	trends in social science.
<b>MIPLO2</b>	Critically evaluate the practices, behaviours and mental processes of groups and other social agents.
<b>MIPLO3</b>	Critically reflect on the concept of social justice in the context of intersectionality, inequalities and poverty.
<b>MIPLO4</b>	Use appropriate research methodology, analytical skills and tools to develop evidence-based solutions to contemporary issues, trends and real-world social problems.
<b>MIPLO5</b>	Evidence personal and professional development through the application of skills and competencies relevant to the field of Social Science.
<b>MIPLO6</b>	Demonstrate understanding of the importance of the professional ethics and ethical issues entailed in social science research and practice.
<b>MIPLO7</b>	Work effectively, independently and in groups, to communicate to a variety of audiences within different contexts and formats.

### 2.3 Programme Structure

Stage label	Stage synopsis
<b>1</b>	Stage 1 provides learners with an introduction to core perspectives and knowledge pillars within social science including sociology ( <i>The Sociological Imagination, Introduction to Economic Sociology</i> ), criminology ( <i>Foundations in Criminology</i> ), social policy ( <i>Social Policy and Social Justice</i> ) and psychology ( <i>Introduction to Psychology</i> ). The learner is also introduced to the foundational principles of the research process and research pillar knowledge in the <i>Introduction to Social Research</i> module as a fundamental underpinning of their progression through the programme. Learners are supplemented with a skills-based module ( <i>Academic Skills for Social Science</i> ), intended to build on previous formal and informal learning and learning environments to stimulate reflection, curiosity and interest in the discipline and the enjoyment of learning, and equip learners with practical skills and strategies to adapt and thrive in third-level education. This module contributes to the Professional Skills and Social Innovation knowledge pillar. The inclusion of another Sociology module on <i>Culture and Popular Media</i> emphasises the applicability of Social Science to modern life.
<b>2</b>	Stage 2 builds on the foundational knowledge developed at Stage 1 through the addition of post-introductory material, for example the <i>Contemporary Criminology</i> module, builds on the introductory material covered in the Criminology knowledge pillar by <i>Foundations in Criminology</i> . In addition, learners will encounter contemporary topics such as <i>Technology and Society</i> and <i>Global Challenges</i> , building on the foundational knowledge in the Psychology/Sociology and Social Policy knowledge pillars respectively. Further post-introductory coverage relating to research design, quantitative and qualitative methods will be explored through theory and practice in the <i>Advanced Social Research</i> module under the Research knowledge pillar, forming the foundations for the capstone <i>Social Science Research Project</i> module at Award stage. Additionally, post-introductory learning in the Sociology knowledge pillar is covered in, for example, the <i>Understanding Contemporary Inequalities</i> module. Also included in Stage 2 is a module on <i>Campaigning, Advocacy and Social Innovation</i> , which is a vital addition, aligning with the

	<p>programme’s mission to equip learners with the tools to critically engage with social challenges and effect meaningful change. By Year 2, learners have developed foundational knowledge in Sociology, Social Policy and related disciplines, making this module an ideal progression to apply theoretical insights to real-world contexts. This module contributes further to the Social Policy knowledge pillar, along with <i>Politics in the Modern World</i>. The inclusion of the <i>Critical Thinking Skills</i> module is essential to developing learners’ capacity to analyse, evaluate, and synthesise complex information; a cornerstone of the social sciences and contributing to the Professional Skills and Social Innovation knowledge pillar.</p>
<b>Award</b>	<p>Award Stage completes learners’ instruction in core areas in social science, while there is also a focus on advanced learning and graduate options. Modules in <i>Contemporary Social Policy in Ireland</i> and <i>Migration, Nation and State</i> augment the learning achieved at previous stages in the Social Policy and Sociology knowledge pillars and, once again, the applied dimension is emphasised through modules such as <i>Applied Criminology, Environment and Society, Families, Intimacies and Personal Life</i> and <i>Interpersonal and Group Communication</i>, contributing to the Criminology, Sociology and Psychology/Professional Skills and Social Innovation knowledge pillars respectively. In this way, the Award stage completes the provision of a rounded education in the theory and practice of education.</p> <p>Finally, the capstone <i>Social Science Research Project</i> module provides an opportunity for the learner to integrate accumulated learning and make the necessary connections in the context of the discipline, through the process of independent research and the production of a research dissertation. Learners also present this research at the DBS Social Science Poster Conference, which forms part of their formal assessment. The capstone module contributes to both the Research and Professional Skills and Social Innovation knowledge pillars of the programme.</p>

There is further information on each of the modules in this programme detailed below.

## 2.4 Other Relevant Programme Information

### Module Level

Stage label	Module title	ECTS	Module synopsis
1	<i>Academic Skills for Social Science</i>	5	<p>This module provides a foundation for stage one of the programme, focusing on primary academic skills and the process of learning to learn. Learners are taught and practised in grammar and syntax, academic writing conventions and styles, group work, conducting and presenting research, and library skills; they are also facilitated in the development of skills of independent study, time-management, self-reflection and self-assessment.</p> <p><b>Assessment:</b> <u>CA One - Group presentation and related short essay (50%), CA Two - Portfolio of exercises (50%).</u></p>
1	<i>The Sociological Imagination</i>	10	<p>Sociological Imagination is a foundation level sociology module which is designed to be the first stepping-stone in the learners’</p>

Stage label	Module title	ECTS	Module synopsis
			<p>journey towards appreciation of sociological knowledge in the explanation of real-life phenomena. The module is focused on developing learners' sociological imagination and honing their skills of applying the perspective to their lived experience. The first part of the module invites learners to think sociologically. A concept of the sociological imagination is introduced and learners are encouraged to develop a sociological perspective in examining a range of phenomena in contemporary societies, with the main focus on Irish society. Throughout this part, some empirical research findings are discussed and learners are asked to do their own small research on a given topic. In the second part, the core sociological traditions are introduced and learners are encouraged to use them to think of everyday life. Learners learn about major traditions in the discipline and are encouraged to see sociological theories as tools for understanding society and an individual within.</p> <p><b><u>Assessment:</u></b> CA One - Portfolio 25%, CA Two - Essay 25%, Exam 50%</p>
1	<i>Introduction to Social Research</i>	10	<p>This module introduces the learner to the scientific method with the emphasis on both quantitative and qualitative social research designs and methods. Learners will demonstrate social scientific research knowledge and develop social research skills through the completion of a hypothetical research proposal. Interview and observation skills will be developed through the completion of a qualitative research proposal. The module is delivered in lectures providing interactive learning opportunities.</p> <p><b><u>Assessment:</u></b> CA One - Quantitative research proposal 40% CA Two - Qualitative research portfolio 40% CA Three - MCO 20%</p>
1	<i>Foundations in Criminology</i>	5	<p>This module examines crime theories and their importance in society from a sociological viewpoint. The module examines underpinning concepts, ideas and theories which form the matter of criminology, and applies them to a variety of real-world examples. The module is designed to help the learner see how crime and society are connected to each other. A historical perspective is introduced to highlight the characteristics of different policies and criminological systems. In summary, this module helps the learner understand and explain criminological phenomena, which is crucial for understanding the world in which we all live.</p> <p><b><u>Assessment:</u></b> CA One - Essay 70%, CA Two - Recorded presentation 30%</p>
1	<i>Introduction to Psychology</i>	10	<p>This module introduces the learner to psychology beginning with a short introduction on the history of psychology. Following this, central theories of psychology will be described and debated</p>

Stage label	Module title	ECTS	Module synopsis
			<p>providing a grounding in key psychological theories and concepts for understanding causes and challenges of human thought and behaviour. Some emphasis will be on developmental psychology but, additionally, the learner will be introduced to the main themes and issues concerned within social psychology, spanning the past to contemporary times. The contribution made by social psychology to the understanding of the individual, the social context, and the relationship between the two is explored throughout the lecture series. Learners will be introduced to the centrality of evidence-based study and to the key research methods employed.</p> <p><b><u>Assessment:</u></b> CA One - Recorded Poster Presentation 50%, Exam 50%</p>
1	<i>Social Policy and Social Justice</i>	10	<p>The module introduces learners to the institutional structures, principles and organisation of governance and citizenship in Irish Society. It outlines the features of the Irish welfare state within the context of the broader international framework. Additionally, it introduces the principles underpinning the legal and policy framework of human rights, equality and social justice, citizenship and solidarity in Ireland. It also provides a grounding in major areas of Irish welfare state policy including education, social protection, poverty and inequality. Learners will engage with practical examples of the promotion of social justice and human rights by marginalised individuals and groups in areas including disability, mental health and gender identity.</p> <p><b><u>Assessment:</u></b> CA One - Class Test 20%, CA Two - Essay 30%, Exam 50%</p>
1	<i>Culture and Popular Media</i>	5	<p>This module introduces learners to key frameworks and concepts for understanding contemporary forms of popular culture and media and their relevance to Social Science. On successful completion of this module, learners will have developed core foundational knowledge and skills for analysing and interpreting a range of cultural practices, artefacts and media texts. They will also have an understanding of the relationship between the social, economic and political context and cultural forms. Learners will be encouraged to develop their media literacy and to reflect on their own media consumption. By examining issues such as cultural identity, subculture, multiculturalism, the culture and media industries, media effects, power, representation and stereotyping as well as media audiences, the module will prepare learners for in-depth analysis of the role of culture as shaped by and shaping contemporary social relations at later stages in the degree.</p> <p><b><u>Assessment:</u></b> CA One - Media Analysis Report 50% CA Two - Group Video Project 50%</p>

Stage label	Module title	ECTS	Module synopsis
1	<i>Introduction to Economic Sociology</i>	5	<p>This module is designed to provide the learners with a basic understanding of economic phenomena in the society from a sociological viewpoint. The module examines various concepts, ideas and theories which form the matter of modern economic sociology and applies them to a variety of real-world examples. The module is designed to help the learner see how the economy and society are connected to each other. The conventional approach in mainstream economics emphasises efficiency and rationality in decision-making. Economic Sociology adds to this economic behavior the influence of cultural, political, and social factors. Including all these aspects will be very helpful for understanding different economic systems, policies and environments. The module also includes a section in development economics, which focuses on the economic, social, political, and institutional mechanisms in developing nations with the aim of improving people's level of living. In summary, this module helps the learner understand and explain economic phenomena, which is crucial for understanding the world in which we all live.</p> <p><b><u>Assessment:</u></b> CA One - Online- test (during class) 30% CA Two - Written essay 70%</p>
2	<i>Critical Thinking Skills</i>	5	<p>Critical Thinking Skills is an academic development module designed to further develop the core intellectual skills and competencies that learners will require for academic success. Learners will work to improve their ability to read critically, to reason and to analyse and assess the validity of information and arguments. The module also provides close focus on key academic forms and activities, including writing in a variety of forms, presenting and public speaking, and working as a member of a team. Finally the module seeks to contextualise academic work, as learning is linked to current issues in the world outside of the classroom, and to demonstrate how formal learning can extend and empower our responses to the world.</p> <p><b><u>Assessment:</u></b> CA One - Group Debate and Written Report 50% CA Two - Portfolio 50%</p>
2	<i>Politics in the Modern World</i>	5	<p>This module equips learners to explore how political ideas, institutions and processes help to govern our world. By studying the module, the learner will: acquire knowledge and understanding of key political debates, and apply these to their understanding of the contemporary social world; gain the ability to explain and evaluate issues of ethical, social and political policy and public concern, and assess their impact on real-world institutions and events. They will</p>

Stage label	Module title	ECTS	Module synopsis
			<p>also develop their practical and transferable skills as a critical, independent learner.</p> <p><b><u>Assessment: CA One - Response Papers 50%</u></b> <b><u>Exam 50%</u></b></p>
2	<i>Technology and Society</i>	10	<p>The Technology and Society module for the BA (Hons) in Social Science explores the intricate relationship between technological advancements and social dynamics. Learners obtain a grounding in the history of technology to understand its evolution and impact over time, examining how technological innovations have transformed domestic life and workplace environments. The module also covers contemporary issues such as the pervasive influence of social media on communication and identity, and the social implications of gaming, offering a comprehensive analysis of how technology shapes, and is shaped by, societal trends and behaviours.</p> <p><b><u>Assessment: CA One - Collaborative Forum Posts 30%</u></b> <b><u>CA Two - Individual Report 70%</u></b></p>
2	<i>Advanced Social Research</i>	10	<p>This module introduces the learner to SPSS which is used to analyse quantitative data and develop their knowledge of the ways in which the software SPSS is used to analyse quantitative data. They will learn about various graphical techniques as well as how to compute descriptive statistics. This module will also familiarise learners with the principles and practices of qualitative data analysis. In particular, it will examine the role and potential of technology in the qualitative research process. Through a series of classroom activities, learners will develop their proficiency in utilising NVivo software to analyse qualitative data, as well as develop their ability to prepare research findings that appropriately present social analysis.</p> <p><b><u>Assessment: CA One - Qualitative Research Report 35%</u></b> <b><u>CA Two - Quantitative Research Report 35%</u></b> <b><u>CA Three - In-class Test 30%</u></b></p>
2	<i>Understanding Contemporary Inequalities</i>	10	<p>Understanding Contemporary Inequalities builds on the 1st year Sociological Imagination and aims to hone learners' sociological skills and deepen their knowledge of fundamental concepts within the area of contemporary inequalities. The module is designed to help the learners examine the concepts of equality and freedom and appreciate social construction of key forms of division and stratification in society, and in turn link them with an individual experience. In Ireland and elsewhere, inequality tends to be a major feature of society. Differences in wealth and income, social and cultural capital, class, gender, sexual orientation, ethnicity, and other social attributes profoundly impact how individual lives are</p>

Stage label	Module title	ECTS	Module synopsis
			<p>experienced, and how we view others and are viewed by them in turn. The goal of the module is, therefore, to strengthen learners' ability to understand and examine these divisions within the sociological conceptual framework.</p> <p><b>Assessment:</b> CA One - Revision of AI generated essay 50% CA Two- 4 x in-class/ online reflection/ short answer essay 50%</p>
2	<i>Contemporary Criminology</i>	5	<p>This module seeks to examine contemporary issues through the lens of criminological theory. The module is designed to help the learners to analyse and apply the foundational concepts of criminology studied in year one to new and varied contemporary sociological issues. The module is designed to help the learner contextualise evolving criminality in modern society. In summary, this module helps the learner apply their criminological knowledge to contemporary issues. Examples of topics covered include white collar crime, green criminology, human trafficking and cyber crime.</p> <p><b>Assessment:</b> CA One - Portfolio 60%, CA Two - Presentation 40%</p>
2	<i>Global Challenges</i>	5	<p>This module sets out to provide learners with an opportunity to investigate some of the most pressing global challenges confronting the world today. Learners will learn about pressing challenges such as climate change, inequality, poverty and global justice. Social science has crucial contributions to make to all of those debates. Throughout the module, learners will be introduced to a broad range of social scientific ideas and thinkers. The social scientists studied come from around the world and include experts in development studies, economics, geography, philosophy, political science, and sociology. Learners will also be introduced to key activists, practitioners and policy makers who are confronting these global challenges by using social scientific knowledge to bring about change. The module will be packed with engaging teaching material, stimulating interactive tasks and thought-provoking examples.</p> <p><b>Assessment:</b> CA One - Digital Poster 40% CA Two - Response Papers 60%</p>
2	<i>Campaigning, Advocacy and Social Innovation</i>	10	<p>This module familiarises learners with career paths in social innovation and advocacy, as well as broader ways in which social science can engage with communities, the voluntary sector and wider society to contribute towards social and environmental justice. By drawing on theories of social change and analysing examples from public sociology and applied psychology, the module will allow learners to consider ways in which the knowledge and skills developed in academic disciplines can be applied to effect social</p>

Stage label	Module title	ECTS	Module synopsis
			<p>change in the 'real world'. It also examines possibilities for personal and professional development for social scientists. In particular, learners will acquire knowledge used in public awareness raising and campaigning around social issues and acquire a range of advocacy skills. Guest speakers will offer their own personal experiences from working in a range of fields in the third sector, the social industries and in public service.</p> <p><b><u>Assessment: CA One - Group Project 50%</u></b> <b><u>CA Two - Case Study Analysis 25%</u></b> <b><u>CA Three - Social Innovation Scrapbook 25%</u></b></p>
Award	<i>Families, Intimacy and Personal Life</i>	5	<p>This module builds on sociological knowledge from the Level 6 and Level 7 modules. It aims to engage learners into critical examination of the issues within the family, intimacy and personal life sphere. It does this by exploring the sociology of affective relations, from pre-industrial, modern and late/post-modern societies with a particular emphasis on love, care and living together/alone in contemporary Irish society, while making reference to wider changes in the western and global society.</p> <p><b><u>Assessment: CA One - Individual Project 60%</u></b> <b><u>CA Two - Autoethnographic Study 40%</u></b></p>
Award	<i>Contemporary Social Policy in Ireland</i>	10	<p>This module will introduce learners to key concepts and Contemporary Social Policy in Ireland issues within the Irish and European context. Key areas of Contemporary Social Policy in Ireland of interest include housing, health, education, social protection, and personal social services.</p> <p><b><u>Assessment: CA One - Asynchronous Online Forum Submissions 10%, CA Two - Group Advocacy Dossier 50%, CA Three - Written Case Study 40%</u></b></p>
Award	<i>Applied Criminology</i>	10	<p>The Applied Criminology module offers learners the opportunity to study, explore and reflect critically on the practice of the criminal justice system in Ireland. On a week-by-week basis the criminal justice system, crime and punishment, prevention of criminality, the position of youths within the system will be explored. Learners will be encouraged to critically consider the functioning and efficacy of the system. Issues analysing the relationship between the victim, the offender and the community will be explored in the second semester with focus first on the role of restorative justice in specific contexts. Northern Ireland and South Africa will be explored for the manner in which conflict resolution and restorative justice formed part of the rehabilitation process within communities suffering significant</p>

Stage label	Module title	ECTS	Module synopsis
			<p>conflict. We will also examine the role of restorative justice at a micro and community level and within neighbourhoods, looking at the work of the Limerick Restorative Justice Practice and the work of Le Cheile.</p> <p><b><u>Assessment:</u></b> CA One - Essay 30%, CA Two - Youth Justice Project 70%</p>
Award	<i>Environment and Society</i>	5	<p>The current climate and biodiversity crises are ‘natural’ disasters caused by social, economic and political structures, and they have social, economic and political consequences. This module will familiarise learners with the causes, history and current state of the crises, and the ways in which various sociology can be useful both in understanding the background and human systems underpinning environmental emergencies, as well as in presenting potential ways of adapting.</p> <p><b><u>Assessment:</u></b> CA One - Written Report 50%. CA Two - In Class. Open Book Test 50%</p>
Award	<i>Migration, Nation and State</i>	5	<p>This is a sociology module focused on the issues of migration, diversity, belonging, identity, rights, and citizenship. Although migration has a long history in human societies, there is an increase in the number of people moving to another country in the contemporary era, facilitated by global interconnectivity, with new forms of communication and transport. At the same time, wars, political instability, poverty, and climate change are forces that push people out of their lands. Immigration has become one of the most significant issues for Ireland and other Global North countries, remaining at the heart of public debates and political actions. The state actively creates different categories of migrants, introducing divisions based on country of origin and aim of travel, including asylum seekers, refugees, tourists, human capital, and others, giving or denying rights to stay, work, vote, and study. This module is designed to explore connections between migration and national culture and ideology, political organization, human rights, and identity.</p> <p><b><u>Assessment:</u></b> CA One - Online Debate 40%. CA Two - Recorded Presentation 60%</p>
Award	<i>Interpersonal and Group Communication</i>	10	<p>Over the course of the module, learners will explore the fields of group facilitation and counselling, discuss the core concepts and ideas associated with these and will engage with the main theories of counselling and group facilitation. Additionally, learners will understand and appreciate the professional and ethical issues inherent in the practice of counselling and group facilitation as well</p>

Stage label	Module title	ECTS	Module synopsis
			as analysing the core principles and values underpinning successful counselling and facilitation work with individuals and groups through classroom activities and the production of written academic tasks. <b>Assessment:</b> <u>CA One - Reflective Journal 20%, CA Two - Facilitation Task 45%, CA Three - Case Study Analysis 35%</u>
Award	<i>Social Science Research Project</i>	15	A capstone module is defined as a module that provides an opportunity for a learner to integrate accumulated learning and make the necessary connections in the context of a particular discipline. The current module, Social Science Research Project is the capstone module for the BA (Hons) Social Science programme. Research methodology and statistical skills are integral in the study of Social Science. This module centres on studying a social science area of choosing for the learner through conducting an independent research project. <b>Assessment:</b> <u>CA One - Research Proposal and Presentation 15%, CA Two - Thesis 70%, CA Three - Poster / Attendance at Poster Conference 15%</u>

## 2.5 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L modes include:

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

Examples of T&L approaches include:

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

Examples of T&L activities include:

<b>Activity</b>	<b>Description</b>
Case Study	Learners review real-world examples of what they are learning about.
Guest Speaker	A practitioner talks about real-world examples of what learners' are learning about.
Group work	Learners are divided into groups to work on a particular activity.
Peer Review	Learners review and comment on other learners' work.
Peer discussion	Learners engage in a discussion about a topic which the lecturer observes and can contribute to.
Quizzes	Learners work through a series of short questions.
Practical Exercises	Learners carry out an individual task during the class.
Peer Presentations	Learners present either individually or as a group to their fellow learners .
Controlled Debate	Learners are divided into groups and argue the merits of a specific stance on a topic usually determined by the lecturer.
Reading	Learners engage in a reading activity and either write or report back on what they have read.
Watching Videos	Learners analyse videos and have peer discussions on what they have seen.
Peer Pairing	Learners are split into pairs. Individually they carry out a task and then swap their work for the other learners to review.
Role Play	Learners act out a scenario from the real world for the whole group.

Typically, a timetabled class will take place in one mode or another, for example through online, in-class or recorded modes ,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 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.

Before attending classes, **learners are expected to familiarise themselves with the following policies in particular** relating to learner engagement and participation found in the [Quality Assurance Handbook \(QAH\)](#):

- The Learner Charter (Part B, Section 3.1).
- Learner Code of Conduct Policy (Part B, Section 3.2).
- Disciplinary Policy (Part B, Section 3.6).
- Cameras On Policy (Part B, Section 3.7).
- Attendance Policy (Part B, Section 4.1).

## **2.6 Awarding Body and NFQ Level**

This programme has been validated and approved by the Irish state agency, QQI ([Quality and Qualifications Ireland](#)), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 8 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland. The programme is listed on the [Irish Register of Qualifications](#).

DBS is obliged to carry out reviews and re-submit the programme for re-approval on a cyclical basis. This means that, during your programme of study, there may be changes to programme content or delivery. Where this occurs, transition arrangements are carefully considered to ensure coherence and consistency for learners.

## 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](#) Part B Section 6).

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 learner area and is usually available about four weeks in advance of the exam period.

Knowledge about assessment policies in DBS is integral to learner success. Lack of knowledge about or failure to adhere to these policies will not be considered as a valid reason for negative performance outcomes. Therefore, **learners are expected to familiarise themselves with the following policies in particular relating to assessment** in the [QAH](#):

- Academic Integrity Policy (Part B, Section 3.3).
- Appeals Policy (Part B, Section 3.5).
- Deferral Policy (Part B, Section 4.2).
- Personal Mitigating Circumstances Policy (Part B, Section 4.3).
- Assessment Regulations (Part B, Section 5, all subsections).

### 3.2 Assessment Strategy

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

Stage	Module	ECTS	Assessment
1	<i>Academic Skills for Social Science</i>	5	CA One - Group presentation and related short essay 50% CA Two - Portfolio of exercises 50%
1	<i>The Sociological Imagination</i>	10	CA One - Portfolio 25% CA Two - Essay 25% Exam 50%
1	<i>Introduction to Social Research</i>	10	CA One - Quantitative research proposal 40% CA Two - Qualitative research portfolio 40% CA Three - MCQ 20%
1	<i>Foundations in Criminology</i>	5	CA One - Essay 70% CA Two - Recorded presentation 30%
1	<i>Introduction to Psychology</i>	10	CA One - Recorded Poster Presentation 50% Exam 50%
1	<i>Social Policy and Social Justice</i>	10	CA One - Class Test 20% CA Two - Essay 30% Exam 50%.
1	<i>Culture and Popular Media</i>	5	CA One - Media Analysis Report 50% CA Two - Group Video Project 50%
1	<i>Introduction to Economic Sociology</i>	5	CA One - Online- test (during class) 30% CA Two - Written essay 70%
2	<i>Critical Thinking Skills</i>	5	CA One - Group Debate and Written Report 50% CA Two - Portfolio 50%
2	<i>Politics in the Modern World</i>	5	CA One - Response Papers 50% Exam 50%
2	<i>Technology and Society</i>	10	CA One - Collaborative Forum Posts 30% CA Two - Individual Report 70%
2	<i>Advanced Social Research</i>	10	CA One - Qualitative Research Report 35% CA Two - Quantitative Research Report 35% CA Three - In-class Test 30%

Stage	Module	ECTS	Assessment
2	<i>Understanding Contemporary Inequalities</i>	10	CA One - Revision of AI generated essay 50% CA Two- 4 x in-class/ online reflection/ short answer essay 50%
2	<i>Contemporary Criminology</i>	5	CA One - Portfolio 60% CA Two - Presentation 40%
2	<i>Global Challenges</i>	5	CA One - Digital Poster 40% CA Two - Response Papers 60%
2	<i>Campaigning, Advocacy and Social Innovation</i>	10	CA One - Group Project 50% CA Two - Case Study Analysis 25% CA Three - Social Innovation Scrapbook 25%
Award	<i>Families, Intimacy and Personal Life</i>	5	CA One - Individual Project 60% CA Two - Autoethnographic Study 40%
Award	<i>Contemporary Social Policy in Ireland</i>	10	CA One - Asynchronous Online Forum Submissions 10% CA Two - Group Advocacy Dossier 50% CA Three - Written Case Study 40%
Award	<i>Applied Criminology</i>	10	CA One - Essay 30% CA Two - Youth Justice Project 70%
Award	<i>Environment and Society</i>	5	CA One - Written Report 50% CA Two - In Class, Open Book Test 50%
Award	<i>Migration, Nation and State</i>	5	CA One - Online Debate 40% CA Two - Recorded Presentation 60%
Award	<i>Interpersonal and Group Communication</i>	10	CA One - Reflective Journal 20% CA Two - Facilitation Task 45% CA Three - Case Study Analysis 35%
Award	<i>Social Science Research Project</i>	15	CA One - Research Proposal and Presentation 15% CA Two - Thesis 70% CA Three - Poster / Attendance at Poster Conference 15%

The programme assessment strategy has been designed to ensure practical application of the core principles of the modules combined with appropriate theoretical underpinning and also to facilitate feedback, which consolidates the overall learning experience.

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2022*. Special regulations are defined on the course schedule.

Where a learner is found to require additional learning support, the Disability and Inclusion Offer will identify appropriate support or liaise with the lecturer in conjunction with the Registrar's Office, if necessary, to agree a suitable equivalent alternative assessment instrument. This will be in accordance with the DBS Assessment Regulations. Please refer to the DBS Quality Assurance Handbook Part B, Section 4.4 for further details.

### **Assessment Submission**

Your goal is to achieve the highest mark possible in your assessment. In order to do this, it is expected that learners:

- Complete ALL assessment components.
- Submit all assessments on time as indicated on the assessment specification.
- Submit all assessments in the format prescribed 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 (APA). 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 learners.
- 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.
- Are aware of all policies relating to assessment as outlined in the [QAH](#).

### **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](#)).
- Learners are required to refer to the assessment regulations in their Programme Handbook, and on the [Student Website](#).
  - Dublin Business School penalises learners who engage in academic impropriety (i.e. plagiarism, collusion and/or copying, ghost writing/ essay mills, improper use of Generative Artificial Intelligence software).
    - 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. Learners 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 learners' 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 learners' 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 learner email account for personal timetables:

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

Learners 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 Learner Success

One of DBS's strategic objectives is to support learner success and enhance the learner experience. We enable learner success through high-quality services and support. The College provides academic resources, learner services, engagement support, and infrastructure to provide an outstanding learner experience and enable strong academic outcomes. The Learner Experience Team ensures that our learners 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.

Details about learner support can be found in the QAH (in particular *Part B, Section 2 and Section 4.4*). As independent learners, learners are expected to familiarise themselves with and avail of all relevant support, including learner services (detailed elsewhere). Below is a summary of key academic resources that are relevant for Social Science learners in DBS:

- Onedrive: Learners in DBS have free access to online storage via MicrosoftOneDrive. Learners are encouraged to use this storage in order to ensure that their personal learning materials and assignments are backed up securely.
- SPSS: SPSS is a software programme that is used for statistics and data analysis. Learners of DBS can download SPSS for free. As a Social Science learner you will receive training and be assessed in how to use this software. Instructions for downloading and installing this software will be provided on the relevant moodle pages.
- NVivo: NVivo is a software programme that is used for qualitative data analysis. Learners of DBS can download nVivo for free. As a Social Science learner you will receive training and be assessed in how to use this software. Instructions for downloading and installing this software will be provided on the relevant moodle pages.
- Academic Databases: Social Science learners are expected to read peer-reviewed, published academic journal articles when studying new topics and to use these as sources when completing assignments (as opposed to general websites). Learners will be introduced to these databases in the module *Critical Thinking Skills* and will be directed towards the library for tutorials and further training in how to access these important databases. It is recommended that learners attend training sessions provided by the library.

## Section 7 My Career

### 7.1 Learners' Careers

The DBS Careers Team is dedicated to ensuring that you are equipped with the right skills to achieve your career goals upon graduation. The Team constantly ask the following questions:

- What is a work-ready graduate?
- What skills does a work-ready graduate need to succeed?
- How can we equip our learners 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 learners 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 Learner Life

### 8.1 Peer Mentor Programme

The DBS peer mentor programme is designed to give learners across DBS the opportunity to represent and mentor learners 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 learners may have. Throughout the year this team of learners 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 learners' 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 learner 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 learners 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 learners' body. Learners who represent the Student Council are made aware that they are responsible for collecting feedback from the learner body and notifying the college on any specific issues that arise throughout the term.

### 8.4 Learner 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 learners get to enjoy the full learner 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 learners' experience while in college. We, therefore, encourage all of our learners to get involved. Besides doing something that they love and enjoy, they will meet new friends with similar interests, meet fellow learners 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 learners. 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 learners' special needs are catered for.

The purpose of the Disability Supports Service is to ensure that programmes and facilities are accessible to learners with disabilities, long-term medical conditions, and long-term mental health conditions. The Disability Supports Service aims to provide support for these learners to assist in their achievement of educational goals. Eligible learners 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:

- Learners should contact the Disability and Inclusion Officer to make an appointment to discuss their requirements.
- Learners 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.
- Learners may liaise with the Disability and Inclusion Officer throughout their time in DBS.

All learners who register with the Disability Supports Office are entitled to double the allowance and double the loan period of Library material. Learners 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 Learner Well-Being Programme

The Learner 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 learners aware of the support that they have, both at an institutional and peer level. DBS facilitates regular learner well-being and mental health workshops in conjunction with Jigsaw, The National Centre for Youth Mental Health. These are compulsory for all learner officers, and club and society officers, and are open to all other learners. We also run regular dyslexia workshops which are always excellently attended.

#### **9.4 The Learner 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 learners 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 learner learning supports to offer to both new and continuing learners 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 learners engagement, curriculum design, policy, writing and teaching learning and assessment.

## Section 10 Conclusion

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

Enjoy your time at DBS!