



# **Bachelor of Arts (Hons) in Marketing**

**Level 8, 180 ECTS**

**Programme Handbook**

**2020/21**

## Foreword

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

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. We have five campuses in Dublin's city centre and nationalities from over 95 countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from business to data science, cybersecurity to artificial intelligence, marketing to psychology, accounting and finance through law, film and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and continuing to deliver an out-standing student experience.

This year coming contains many significant challenges for higher education providers due to the COVID pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

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 intend that, through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

## Kerry

**Dr Kerry McCall Magan**

**Head of Academic Programmes**

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## Section 1 Programme Information

### Welcome Message from Course Director

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

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

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

I look after the undergraduate programmes which include the BA (Hons) in Marketing and the postgraduate programmes, the MSc in Marketing and the MSc in Digital Marketing. I work closely with your Programme Coordinator Olga Wicherek 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](https://students.dbs.ie/academic/operations)

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive. 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 [rita.day@dbs.ie](mailto:rita.day@dbs.ie) if you have any questions.  
Best wishes to you all for a great year!

**Rita**

**Rita Day**

**Course Director for Marketing and Acting Course Director for Business & Law**

### 1.1 Programme Administration

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

- **Course Director**  
The Course Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.
- **Programme Coordinators**  
Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.
- **Module Leader**  
The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment and completion of the module. Module leaders work hard to ensure a high-quality teaching and learning experience for all students.

### 1.2 Main Points of Contact for the programme

|                              | <b>Name</b>   | <b>E-mail</b>        |
|------------------------------|---------------|----------------------|
| <b>Programme Coordinator</b> | Olga Wicherek | olga.Wicherek@dbs.ie |
| <b>Course Director</b>       | Rita Day      | rita.Day@dbs.ie      |



### 1.3 Programme Team

At DBS, we write the email addresses for lecturing staff as: [firstname.lastname@dbs.ie](mailto:firstname.lastname@dbs.ie)

This is an indicative list and is subject to change.

| Stage        | Module                                       | Module Leaders                                |
|--------------|--|---|
| 1            | Economic Perspectives                        | Dermot Gallagher                              |
| 1            | IT Essentials                                | Mary Nolan                                    |
| 1            | Marketing Essentials                         | Niamh Cullen                                  |
| 1            | Business Context & Organisation for Business | Martin O'Dea                                  |
| 1            | Maths & Stats for Business                   | Heikki Laiho                                  |
| 1            | Learning to Learn                            | Keelin Lee                                    |
| 1            | Digital Content Creation                     | Susan Sweeney                                 |
| 2            | Marketing Communication                      | Niamh Cullen                                  |
| 2            | Selling and Sales Management                 | Raymond McDonnell                             |
| 2            | Marketing Research                           | Jacklyn Tully/Chantal Ladias/Shakeel Siddiqui |
| 2            | Digital Marketing Concepts                   | John Noble                                    |
| 2            | Advanced Economic Perspectives               | Dermot Gallagher                              |
| 2 / elective | Cloud Computing for Business & Marketing     | Mark Power                                    |
| 2 / elective | Digital Marketing Planning & Management      | Ieva Masevic                                  |
| 2 / elective | Web Design and Client-side Development       | Bernadette Higgins                            |
| 2 / elective | Event Planning                               | Emma Olohan/Niamh Hickey/Victoria Doyle       |
| 2 / elective | The Events Environment                       | Emma Olohan/Niamh Hickey/Victoria Doyle       |
| Award        | Consumer Behaviour                           | Niamh Cullen                                  |

|                 |   |   |
|-----------------|---|---|
| Award           | Strategic Marketing                       | Chantal Ladias                          |
| Award           | Services Marketing                        | Raymond McDonnell                       |
| Award /elective | International Marketing                   | Chantal Ladias/Shakeel Siddiqui         |
| Award /elective | Creativity, Innovation & Entrepreneurship | David Duff/Ray Wheelan                  |
| Award /elective | Web Marketing Design & Development        | Naomi Kendal                            |
| Award /elective | Cloud Technology for Marketing            | Damien Kettle                           |
| Award /elective | Event Operations & Crowd Management       | Emma Olohan/Niamh Hickey/Victoria Doyle |
| Award /elective | Event Marketing                           | Emma Olohan/Niamh Hickey/Victoria Doyle |
| Award           | Capstone Project                          | Rita Day                                |

*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](#). Your [DBS Handbook](#) and the [DBS website](#) will contain more information on these and other great DBS services and supports.*

*This year coming contains many significant challenges for higher education providers due to the COVID pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your*

*learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.*

## Section 2 Programme Details

### 2.1 Aims of the Programme

This programme focuses on core areas of marketing such as communications, planning, management, consumer behaviour, services marketing, marketing research, strategic marketing and digital marketing and events marketing. It aims to develop learners' knowledge of the theory, as well as practice of marketing, necessary for them to secure employment and perform in the areas of marketing in a broad range of employment environments. While learners cover problems applicable to a broad range of commercial, industrial and public sector environments, the focus is also gaining clear knowledge of the practical aspects of marketing in a digital age and the competencies in implementing, executing, evaluating and interpreting models in a complex business environment.

The concept of understanding how to understand the consumer, research markets, develop a plan and ultimately deliver and manage that plan to achieve organisational objectives is a critical pathway for this programme. The programme also challenges the learner to investigate, interpret and react to online and digital activity with a view to optimising this activity in order to maximise the consumer decision-making process. Through formative and summative assessments, learners will have the opportunity to develop skills such as communication, research and presentation skills. This assists learners with their personal and professional development enhancing their employability and future career prospects. In year one and year two, the learner will address and complete assessment tasks which feed into their overall learning, giving them skills in research, literature reviewing, academic writing and presentation which are synthesised in learners' third year capstone project.

An overarching aim of the BA (Hons) in Marketing is to provide learners with a focused, functional and particular understanding of how organisations can utilise and optimise their approach to marketing and leverage this knowledge as part of the overall strategic goals of the organisation.

The aims of the Bachelor of Arts (Hons) in Marketing are as follows:

- Provide learners with knowledge and understanding of the fundamental theories and concepts and methods of business.
- Develop an in-depth knowledge and understanding of the theory, principles and methods that underpin the practice of marketing.
- Analyse problems and formulate practical solutions to a variety of marketing problems at both a strategic and tactical level, as well as the ability to critically evaluate the approach and techniques used.
- Develop a range of key interpersonal skills, characteristics and attitudes to enable learners to work professionally both individually and part of teams
- Cultivate key personal attributes, self-awareness and confidence to foster lifelong learning and to support progression in a career and/or further academic study.
- Develop the skills of creativity and innovation and learn to think entrepreneurially in a marketing environment.



- Ensure graduates are equipped with relevant, up-to-date knowledge and skills appropriate to the field of digital marketing, media, and cloud computing.

## 2.2 Programme Learning Outcomes

The BA (Hons) in Marketing programme is intended to provide the essential knowledge and understanding, the skills and the experience that graduates require in order to operate effectively and successfully in a marketing role within a business environment. Core areas of the programme focus on the marketing function, the understanding of economics, management and operations, as well as the wider external context, including both legal and ethical issues. Modules also provide knowledge relating to digital marketing, marketing communications, service marketing, consumer behaviour and marketing strategy.

On successful completion of the parent programme on the Bachelor of Arts (Honours) in Marketing and associated streams graduates will be able to:

| <b>MIPLO</b> | <b>Award (Level 8)</b>  |
|--------------|---|
| MIPLO1       | Demonstrate knowledge of marketing theory, concepts and emerging models in a variety of business and organisational settings together with the ability to connect between operational, tactical and strategic marketing insights across varied sectors.   |
| MIPLO2       | Demonstrate a deep understanding of the relationship between marketing research, communications, technology, management, and strategy to the overall marketing function in a changing business environment.   |
| MIPLO3       | Develop techniques of planning and managing the marketing function in an increasingly digital environment, controlling marketing operations, brand development and brand management coupled with skill in planning and managing sales activities through personal and organisational effectiveness. |
| MIPLO4       | Evaluate marketing theories across a broad range of business environments in a variety of marketing contexts with an understanding of the sales/marketing connection.   |
| MIPLO5       | Evidence of the ability to undertake marketing and sales in a socially responsible manner, conscious of the effects of marketing on consumer well-being, the environment and the earth's resources, together with the drive to balance this thinking with business growth and profitability.        |
| MIPLO6       | Evaluate target market opportunities through market research, analysis and employ empirical data effectively to aid marketing decision-making.  |
| MIPLO7       | Relate creative, innovative and entrepreneurial thinking to real world marketing issues.  |
| MIPLO8       | Demonstrate knowledge of theory, concepts and emerging models in digital marketing, media and cloud computing for the marketing function.   |

|         |  |
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| MIPLO9  | Evaluate the roles and integrative nature of digital planning, tools and concepts within the wider strategic marketing context and apply innovative digital solutions as appropriate.  |
| MIPLO10 | Develop the ability to contribute positively both autonomously and as a member of a team and to work ethically and professionally with the capacity for innovation and supervision.  |
| MIPLO11 | Recognise continuous learning requirements at a personal and professional level and be open to change and engage with new developments and practices in marketing and related fields.  |
| MIPLO12 | Exemplify professional problem-solving process both as an individual and a member of a team while recognising the importance of continuous learning and development relevant to the marketing industry at both personal and professional levels. |

### 2.3 Programme Structure

| Stage label | Stage synopsis  |
|-------------|---|
| Award       | <p>Marketing has taken its place as a prerequisite for success in businesses today, from start-ups, small business enterprises, to the world's most established organisations and enterprises. The pace of change in marketing is dynamic and the evolution of the industry has proven to be very rapid. This programme equips the learner with the essential principles and practices of marketing in today's digital economy while ensuring that learners have an excellent understanding of the fundamentals of marketing situated within a business context. The ongoing focus on digital technologies means that the range of marketing communications' tools and media is increasing, and learners need to know how to adapt their marketing strategies to facilitate these new developments and technologies.</p> <p>Learners are facilitated in exploring new ideas, approaches and technologies at all stages of the programme. In this way, the programme remains relevant to industry trends and best practice. Learners will be exposed to both the theoretical concepts and models of marketing and the opportunity to apply this knowledge to case studies, discussion groups and assignments. The first-year modules are based on introducing the learners to fundamental concepts in marketing, business, economics, business maths and an intro into the world of digital content creation. At stage two of the programme learners begin to focus more on the core marketing subjects of marketing communications, selling and sales, marketing management and advanced economics.</p> <p>It is in year two that the learners can pick elective modules - there are a choice of four digital marketing modules and two event marketing modules to choose from. The stage three modules deal with complex marketing issues in consumer behaviour,</p> |

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|  | <p>strategic marketing, marketing research and this final year introduces the learners to their capstone project. The role of creativity, innovation entrepreneurship is also brought into the programme as an elective in third year to give learners the required skills to adapt to the marketing environment.</p> <p>There are six electives to choose from in this final award year, four digital marketing and two events marketing modules. On completion of the programme the learner will be equipped with the skills needed to work in the current marketing environment in a range of possible positions.</p> |
|--|--|

### Rules for electives and their rationale

As noted above, this programme offers a number of electives though there are no electives in stage one.

There are five electives in stage two and six in the final award year.

These modules are broken down between digital marketing and event marketing modules. All elective modules are 10 ECTS modules.

Learners have the capacity to choose two 10 ECTS modules in stage two and in the final award year. The elective modules are as follows:

#### Year 2, Level 7

1. Cloud Computing for Business & Marketing (Digital Media and Cloud Computing Stream) (Digital Media & Cloud Computing Stream)
2. Digital Marketing Planning & Management (Digital Media Stream)
3. Web Design and Client-side Development (Digital Media & Cloud Computing and Digital Media Stream)
4. The Events Environment (Event Management Stream) (Event Management Stream)
5. Events Planning (Event Management Stream) (Event Management Stream)

#### Year 3, Level 8

1. International Marketing (no stream)
2. Creativity, Innovation and Entrepreneurship (Digital Media and Digital Media & Cloud Computing Stream)
3. Web Marketing Design & Development (Digital Media Stream)
4. Cloud Technology for Marketing (Digital Media and Cloud Computing Stream)
5. Event Operations & Crowd Management (Event Management Stream)
6. Event Marketing (Event Management Stream)

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

## 2.4 Other Relevant Programme Information

### Stage one

| Stage label | Module title                         | ECTS | Module synopsis  |
|-------------|--------------------------------------|------|--|
| 1           | Economic Perspectives (Mandatory)    | 10   | This module is designed to expose learners to contemporary economic perspectives, for example: free market versus government interventionist policies. By applying theoretical frameworks to various industries and different economies learners will develop an in-depth view of this complex environment and an understanding of real-world developments.  |
| 1           | IT Essentials (Mandatory)            | 10   | This module enables learners to focus on the essential concepts of computing and related technologies. Learners focus upon the fundamental issues surrounding the world of computing through a balance between theory and the applied learning. Learners will build practical skills in database, spreadsheets and web technologies. Learners will also contextualise the role that computer technologies have played in facilitating the evolution and development of business systems, and the legal and ethical issues that have emerged through this process.  |
| 1           | Digital Content Creation (Mandatory) | 5    | <p>Students today are actively manipulating digital media to participate in social and everyday life. Making and sharing media has become an increasingly important feature of how young people communicate and engage with each other and with the wider world. For them, posting, linking, sharing and searching are among the ways they participate in their communities and socialise. The idea around this module is based on leveraging the learners' current basic knowledge and demonstrating to them that this can be enriched by utilising tools and technologies to enhance an organisations brand within the business environment.</p> <p>Digital Content is a key part of any businesses marketing strategy, and businesses that fail to recognise its importance will be left behind. This module introduces the learner to being creative with digital content and understand the</p> |

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|   |   |    | <p>creation skills and tools necessary to plan, create and implement effective digital content as part of the business marketing plans. Lectures and laboratory work will be the primary method of delivery with a focus on fieldwork as well. These are supported by tutorials to facilitate further discussion of material and guidance for self-directed learning. Guest lecturers will be invited to offer seminars to develop the learners understanding of current practices in content marketing led organisations. An intranet site exists for the module where supplementary material and appropriate relevant links will be available.</p>   |
| 1 | Marketing Essentials (Mandatory)            | 10 | <p>This module introduces the learner to marketing concepts and theories whose key objective is to provide a comprehensive foundation within the marketing subject area. Lectures will be the primary method of delivery. These are supported by tutorials to facilitate further discussion of material and guidance for self-directed learning. Guest lecturers will be invited to offer seminars to develop the learners understanding of current practices in marketing led organisations. An intranet site exists for the module where supplementary material and appropriate relevant links will be available.</p>  |
| 1 | Business Context & Organisation (Mandatory) | 10 | <p>Business Context and Organisation is an introductory business module for learners in year 1 of a level 8 business degree. It introduces learners to Analysis of the Business Environment, Internal and External, and each of the central business functions, examining the concerns and some practical skills of those functions, namely, Operations, Finance and Human Resources Management. (The marketing function is examined in a different module). It gives an appreciation of the importance of the influence of the External and Internal business environment on business success, introduces environmental analysis tools and models, examines the contribution of and the concerns of the various functional areas and introduces concepts of Organisational Change, Ethics, and Entrepreneurship. It provides a thorough underpinning foundation for subsequent business/management modules.</p> |

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| 1 | Maths & Stats for Business (Mandatory) | 10 | This module introduces the learner to concepts and techniques within mathematics and statistics that are relevant in the modern business environment. Learners will study different data collection methods and sampling techniques, along with appropriate methods for summarising and presenting data. Learners will apply various theories and concepts that demonstrate how mathematical models can be applied. The module will enable learners to cultivate an approach and methodology for solving contemporary business problems using appropriate mathematical models.   |
| 1 | Learning to Learn (Mandatory)          | 5  | This module intends to provide the knowledge of the behaviour required by the learner to transit onto third level education. It will build on the existing learning and equip the learner to be practical in their approach to academia and the business context. This module will equip learners with practical skills and strategies to thrive as individuals, and in teams in a third level environment. This module is designed to develop the following skills and competencies; academic and referencing skills, the ability to operate in groups and to introduce the skill of public speaking through group presentations. |

### Stage two

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| 2 | Marketing Communications (Mandatory)     | 10 | This module will enable learners to examine advertising and promotions through the lens of integrated marketing communications. By blending and integrating advertising, promotions, and marketing communications together, learners will be equipped with the information they need to understand the process and benefits of successful IMC campaigns. Lectures will be the primary method of delivery and will also include guest lectures from industry experts. |
| 2 | Selling and Sales Management (Mandatory) | 10 | This module aims to develop in learners an understanding of the selling function and its strategic relationship with marketing in a market-driven organisation. It will provide learners with an understanding of the multi-faceted role of the sales manager and will equip learners with the knowledge, skills, and competences in preparing and   |



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|   |  |    | delivering effective sales presentations in a B2B environment.   |
| 2 | Marketing Research (Mandatory)         | 10 | Marketing research is vital in helping managers to understand consumers intimately in order to take marketing decisions and design successful integrated marketing plans. Asking the right question is often the most difficult task to undertake in order to gather metrics and analyse these. Due to information technology overload, today's marketing managers will need to be able to draw insights from data metrics. In this module, learners are encouraged to go through the research process by practicing marketing research. Developing a research proposal for a marketing situation, designing a marketing questionnaire, undertaking research and analysing marketing data will be stages of the overall course assessment, knowing that each part represents a building block. Finally, learners will present their marketing research findings in the form of a poster. |
| 2 | Advanced Economics (Mandatory)         | 5  | The module is designed to give learners a deeper appreciation of the roots of political economic perspectives existing in the world today, in order to understand the free market approach and the government interventionist approach of policy. Learners will also apply the theoretical frameworks provided in lectures to individual markets/industries and wider macro environments to enable them to develop a more sophisticated view of the political economic events taking place outside the classroom   |
| 2 | Digital Marketing Concepts (Mandatory) | 5  | Learners in this module will explore from a consumer's perspective the fundamentals of online marketing. While the evolution of the Internet has created a renaissance of Marketing, new Marketing concepts have flourished for marketers to seize present and future opportunities using digital technologies. As part of this course learners will focus on a project where they will be encouraged to compare and contrast two organisations websites in an industry of their choice. This classroom-based module will offer the learner both the theory and practice of digital marketing concepts.  |

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| 2 | Cloud Computing for Business & Marketing (Elective) | 10 | Learners will gain a solid theoretical understanding of the fundamental concepts and architecture of cloud computing. The module concerns a business perspective of the evolution of the cloud and its ability to change how IT departments deploy their services. They will learn about the key stakeholders, technologies, products, services, platforms and applications that enable cloud computing. An evaluation of the financial benefits, contractual challenges, and risks of implementing cloud computing, including security, privacy, standards and best practices are key components in this classroom-based module. |
| 2 | Digital Marketing Planning & Management (Elective)  | 10 | This module will offer the learner both the theory and practice of planning, managing and measuring a digital marketing campaign. Planning elements including campaign scoping, deliverables, budgeting and performance reviews will be central to any digital campaign. Consumer engagement and insight into online behaviours are key to appreciation of the new landscape. Understanding the costs, rewards and risks associated with developing any interactive digital media campaign will be outlined also. This module will be supported with DVDs, e-materials, and guest presentations.                                  |
| 2 | Web Design & Client-side development (Elective)     | 10 | The aim of this module is to introduce the learner to current client-side technologies for designing and developing web sites. Learners will recognise the importance of 'universal design' by applying appropriate standards and best practice to configuring, coding and designing content for web. Learners will appreciate the technologies and platforms that underpin the web. Learners will also utilise effective project management techniques through the process of developing a website for a typical business scenario including the application of basic web promotional elements.                                  |
| 2 | Event Planning (Elective)                           | 10 | This module is designed to equip learners with the knowledge, experience and skills needed to plan an event which must be able to accommodate the wide variety of conditions – meteorological, cultural, economic, political, competitive and demographic- which may change and impact on an event. Event planning provides an important  |

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|   |                                   |    | guide for the entire event team and event strategy. This module provides learners the opportunity to plan and deliver an event using their planning and project management skills, while gaining a fundamental understanding of the many challenges that event planners and managers face.  |
| 2 | The Events Environment (Elective) | 10 | The module aims to provide students with a base appreciation of the events sector, the importance of tourism marketing and the role of the events economy as a business sector within the International Tourism Industry. As an Introduction to event management, the module is designed to expose students to a range of practical and theoretical considerations that underpin any involvement in this rapidly evolving field of study. |

#### Award stage

|       |                                 |    |  |
|-------|---------------------------------|----|--|
| Award | Consumer Behaviour (Mandatory)  | 10 | The consumer behaviour module provides an overview of the burgeoning role of consumption, including shopping and buying, in contemporary society. It examines the ways in which consumers act on and interpret the presentation and representation of products and services and also ways that such practices and dispositions are structured and shaped by social, cultural and market forces. It is involving the study of factors and processes involved in the buying and consumption of products, services and experiences. The central focus of marketing management is the consumer, and in particular, the consumer's needs, wants and desires. The development of the marketing mix such as advertising, new product development, sales promotion, and overall marketing strategy all evolve from an understanding of consumer behaviour. |
| Award | Strategic Marketing (Mandatory) | 10 | This module is a capstone module for marketing learners. During this module, emphasis is placed on the practice of problem solving and decision making using the case study method. This module provides learners with the opportunity to reflect on real marketing case studies and analyse these. A series of case studies will be selected at the beginning of this course as these relate to current issues in Marketing. Learners will be exposed to variety of industries and will have  |

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|       |   |    | <p>the opportunity to apply the body of knowledge they have acquired in previous marketing modules. Case studies will be presented in class and learners will be required to come prepared to participate actively in the debates. In order to make informed decisions learners need to be prepared and familiar with the case study. The final assessment will be the writing of case study and the presentation of this project in a conference format.</p>   |
| Award | Services Marketing (Mandatory)                                    | 10 | <p>This module develops a holistic understanding of marketing in all contexts, learners need a thorough understanding of both product and services marketing. This module will develop in learners an understanding of the unique nature of services and the particular strategic and tactical marketing challenges in managing service organisations. It will equip learners with the knowledge and skills for managing and implementing marketing approaches in the service sector.</p>   |
| Award | International Marketing (Elective)                                | 10 | <p>This module reviews the complex issues international marketers face when entering international markets. Socio-Cultural, Technological, Economic, Competitiveness and Regulation challenges need to be assessed in order to evaluate market opportunities with the view of devising a successful International marketing plan. A sensitive approach and attitude to foreign markets is necessary to develop an in-depth understanding of foreign consumers. Learners in this module are encouraged to form cross-cultural teams to work on an international marketing project they will have to defend in front of an audience.</p>                                    |
| Award | Creativity, Innovation & Entrepreneurship in Marketing (Elective) | 10 | <p>Creative, innovative and Entrepreneurial education focuses on the development of skills or attributes that enable the realization of marketing opportunity. The module helps to equip learners with an entrepreneurial mind-set at the outset of their career so that they will be more engaged and take ownership of their own success. The understanding of 'Innovation' &amp; 'Entrepreneurship' in marketing will be a key learning, particularly in the area of capturing value for survival and growth. The module aims to review and introduce the portfolio of skills and competencies required of effective entrepreneurs, introduces learners, and makes</p> |

|       |   |    |   |
|-------|---|----|---|
|       |   |    | <p>them aware of different perspectives, theories, research underpinning marketing, both entrepreneurially, and creativity. This programme immerses the learner in the world of creative business and marketing thinking, helping them to prepare for employment or further study. They will develop their entrepreneurial and creative skills within a marketing context and allow learners to apply them to real life situations.</p>   |
| Award | Web Marketing Design & Development (Elective) | 10 | <p>Providing practical experience of website design and development, this lab-based module offers learners an opportunity to explore how websites can be designed, developed, and used for marketing purposes. More specifically, learners work on some front-end aspects of web design (HTML &amp; CSS) and some behind-the-scenes web aspects such as Web Analytics and Search Engine Optimisation with a web marketing perspective.</p>  |
| Award | Cloud Technology for Marketing (Elective)     | 10 | <p>This module introduces learners to the cloud computing paradigm seen as an evolution of information and networking technology that has impacted organizations, their functions and processes, specifically in respect of their commercial marketing activities. This module will address cloud technologies from the perspective of the marketing professional. The module also examines the cloud computing paradigm from both front-end and back-end technology perspectives with respect to the marketing function. The study of the evolution and contemporary state of the cloud technologies industry itself, is further contextualised in terms of various commercial marketing scenarios including traditional information management systems such as CMS and CRM. Focus will also be given to back end technologies facilitating general data management, big data, universal analytics, social media analytics, mobile, programmatic, and other emerging technologies that impact the contemporary marketing function.</p> |
| Award | Events Operations and Crowd Management        | 10 | <p>This Operations focused module is designed to offer learners a focused perspective on the key areas required for planning, executing and managing events across domestic and international sectors. The module aims to provide students</p>  |

|       |                              |    |  |
|-------|------------------------------|----|--|
|       | (Elective)                   |    | with a base appreciation of the events operations and logistics, and its importance to the Marketing and Events Industry Internationally. The module combines management, logistics, legal, budgeting, crowd safety and staging while considering the impact of new emerging technologies available to event management operations teams.  |
| Award | Event Marketing (Elective)   | 10 | Event Marketing is designed to offer learners a focused perspective on the marketing of events across domestic and international sectors. The module combines traditional marketing options with new emerging marketing tools and techniques to provide a robust overview of the options available to the contemporary event marketer. This module differs from other modules in that it provides specific marketing guidelines for the event industry which includes service provision, consumer decision making, positioning, event pricing and social event marketing.  |
| Award | Capstone Project (Mandatory) | 10 | This module provides learners with the opportunity to demonstrate their ability to work independently, or in a group setting, on a well-defined research question in an organised and critical manner. The module will enable learners to develop their research and analytical skills. Learners will be provided with appropriate research topics in the specific domain they choose to focus upon. Learners will select their research question, determine the appropriate research approach, summarise the relevant literature, apply specific research methodologies, collect secondary data, critically appraise their findings, and construct appropriate recommendations. |

## 2.5 Rationale for the curriculum structure

Learners will undertake a wide variety of modules to ensure they experience a rich in-depth enquiry into the disciplines and concepts of marketing relevant to the business environment. This is intended to ensure all learners develop strong theoretical knowledge, gain practical skills and develop personally through their own learning and group tasks. With this educational experience learners will be recognised as competent marketing professionals. Industry would reflect this rationale with a focus on learners needing to be strategically driven and to exhibit key employability skills such as, problem



solving, communication skills, research skills, flexibility, creative thinking, and decision making. The below sections outline some of the key criteria used in developing the curriculum structure:

**(1) Highly relevant & current content:** The modules and curriculum on the programme were carefully chosen in consultation with several industry professionals, academic team, alumni and learners in order to ensure that the standards and level of the programme would be relevant to both prospective learners and also industry employers.

**(2) Diversity of knowledge and broadly focused curriculum:** The modules and curriculum were also designed to provide learners with access to a wide range of relevant marketing knowledge and opportunities to develop strategies using a spectrum of traditional and digital media.

**(3) Strong focus on practical skills:** The curriculum is designed to place a great focus and emphasis on practical marketing skills that could greatly benefit the needs of the learner and also enables DBS to distinguish themselves from competitors.

The programme structure is based on three years full-time or four years part-time. The programme is structured in a progressive way so as the learner gains foundational knowledge and bring this knowledge forward into the following years where the more specialisation modules are. In year one the learner will complete seven foundation modules at Level 6 which will introduce them to the world of business and marketing. Key modules include: *Marketing Essentials; IT Essentials; Economic Perspectives; Business Context & Organisation; Maths & Stats for Business*. The learner will also be introduced to the digital world with the module *Digital Content Creation*. The concept of understanding how to learn at award stage is captured in year one with the module entitled *Learning to Learn*. In stage two, the learner will take five mandatory modules at Level 7. These modules will have a definitive marketing focus with modules such as *Marketing Communications* and *Digital Marketing Concepts* amongst others. In stage two, learners will choose two modules from six elective modules. In the award stage (Level 8), learners will study five mandatory modules and again have the choice of two of six electives.

The modules are structured in stage two to expose the learner to key concepts in Marketing Communications and Selling and Sales. These two modules are critical as they both contain concepts which will be built on in the award stage, for example in Strategic Marketing and Services Marketing. Marketing Research will be introduced in stage two to prepare the learner for the Capstone Project module. In 2nd year the learners will be introduced to Digital Marketing Concepts which gives them concepts and models in the digital marketing domain.

The structure of the award stage is centred around four Level 8 modules which are complex and detailed in both content and assessment, these are Consumer Behaviour; Strategic Marketing and Services Marketing, all of which are critical capstone marketing modules.

## 2.6 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. A T&L strategy is made up by bringing together T&L modes, T&L approaches and T&L activities.

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 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.

## 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.

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 and an external examiner. This is to ensure fairness, consistency of marking and the correct standard across all assessment. 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.

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 assessment 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 hand writing answers to ensure that your writing is legible.

- 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 [Learner Supports Service](#) well in advance of any assessment or exam dates.

### 3.2 Assessment Schedule

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

| Stage label | Module title                      | ECTS | Assessment Task   |
|-------------|-----------------------------------|------|---|
| 1           | Economic Perspectives             | 10   | Individual<br>Continuous Assessment (In class tests, MCQs) 40%<br>Exam 40%<br>Project Case Study 20%                                |
| 1           | Information Technology Essentials | 10   | Individual<br>Case Study 50% + Practical Lab Exam 50%   |
| 1           | Marketing Essentials              | 10   | Individual & Group<br>Individual Marketing Assignment - 20%<br>Group Marketing Assignment - 50%<br>In-class exam - 30% (Individual) |
| 1           | Business Context & Organisation   | 10   | Individual & Group<br>Continuous Assessment (Group Business Plan) 50%<br>Exam 50%   |
| 1           | Maths & Stats for Business        | 10   | Continuous Assessment One (In class test): 20%<br>CA: 20%<br>Exam: 60%  |

|   |  |    |  |
|---|--|----|--|
| 1 | Learning to Learn                        | 5  | Individual & Group<br>100% Continuous Assessment<br>Individual Reflective Journal - 50%<br>Group Report - 50%  |
| 1 | Digital Content Creation                 | 5  | Group<br>100% Continuous Assessment<br>Group Assignment to produce a Digital Portfolio (60%) and presentation of Digital Portfolio (40%)               |
| 2 | Marketing Communications                 | 10 | 50% Continuous Assessment - 50% Exam<br>Group Marketing Communications Assignment - 50%<br>Exam - 50%  |
| 2 | Selling & Sales Management               | 10 | 50% Continuous Assessment + 50% Exam<br>Group Services Marketing Assignment -50%<br>Exam - 50%   |
| 2 | Marketing Research                       | 10 | Group<br>100% Continuous Assessment<br>Research Proposal - 20%<br>Questionnaire Design + Final Report - 60%<br>Oral presentation of final report - 20% |
| 2 | Digital Marketing Concepts               | 5  | Group / Individual<br>50% Continuous Assessment + 50% Exam<br>Group Assignment   |
| 2 | Advanced Economic Perspectives           | 5  | Individual<br>50% Continuous Assessment + 50% Exam<br>Individual Assignment - 50%<br>Exam - 50%  |
| 2 | Cloud Computing for Business & Marketing | 10 | Group<br>50% Continuous Assessment + 50% Exam<br>Group Assignment - 50%<br>Exam - 50%  |



|   |   |    |   |
|---|---|----|---|
| 2 | Digital Marketing Planning & Management | 10 | Group<br>100% Continuous Assessment<br>Group Assignment - 70% (Weighting: 60% Report + 10% Individual Reflection)<br>Group Digital Campaign Poster Presentation - 30%                         |
| 2 | Web Design & Client-side development    | 10 | Individual<br>100% Continuous Assessment<br>Practical Lab Exam - 40%<br>Practical Project & Report - 60%  |
| 2 | Event Planning                          | 10 | Group<br>Live Event Assignment - 50%<br>Work Experience - 30%<br>Reflective Report - 20%  |
| 2 | The Events Environment                  | 10 | Group / Individual<br>Event Participation Proposal - 40%<br>Individual Reflective Report - 10%<br>Exam - 50%  |
| 3 | Consumer Behaviour                      | 10 | Group<br>50% Continuous Assignment + 50% Exam<br>Group Assignment & presentation - 50%<br>Exam - 50%  |
| 3 | Strategic Marketing                     | 10 | Individual<br>100% Continuous Assessment<br>Individual oral case study presentation in class - 25%<br>Individual written case study analysis - 25%<br>Written case study for publication- 50% |

|   |   |    |   |
|---|---|----|---|
| 3 | Services Marketing                        | 10 | Group<br>50% Continuous Assignment + 50% Exam<br>Group Assignment & presentation - 50%<br>Exam - 50%  |
| 3 | International Marketing                   | 10 | Group<br>50% Continuous Assignment / 50% Exam<br>Group Assignment (35%) + presentation (15%) - 50%<br>Exam - 50%                                  |
| 3 | Creativity, Innovation & Entrepreneurship | 10 | 100% CA<br>Group Assignment proposal - 30%<br>Group Assignment Final Plan - 70% (60% Report + 10% Individual reflection)                          |
| 3 | Web Marketing Design & Development        | 10 | Group<br>100% Continuous Assessment<br>Project Website & Report - 80%<br>Presentation of Prototype - 20%  |
| 3 | Cloud Technology for Marketing            | 10 | Group<br>100% Continuous Assessment<br>Practical Class Work - 40%<br>Final Group Project - 60%  |
| 3 | Events Operations & Crowd Management      | 10 | 100% Continuous Assessment<br>Group Assignment - 40%<br>Individual Reflection - 10%<br>Live Event - Group Assignment - Practical assignment - 50% |
| 3 | Event Marketing                           | 10 | Group / Individual<br>50% CA + 50% Exam<br>Group Assignment - 50%<br>Exam - 50%   |

|   |                  |    |   |
|---|------------------|----|---|
| 3 | Capstone Project | 10 | Individual<br>100% Continuous Assessment<br>Literature Review - 25%<br>Final Research Report - 25%<br>Formal Presentation of Report - 25% |
|---|------------------|----|---|

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2013*. Special regulations are defined on the course schedule. Where a learner is found to require additional learning supports, the Learner Support Coordinator Jane Buggle will identify appropriate support or an alternative assessment instrument. This will be agreed with the Registrar's Office and will be in accordance with the DBS Assessment Regulations. Please refer to DBS Quality Assurance Handbook (QAH) for further details.

### 3.3 Reassessment

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

### 3.4 General Submission Requirements

- All relevant provisions of the Assessment Regulations ([QAH Part B Section 5](#)) must be complied with, in addition to the requirements set out in the Assessment Brief:
  - Students are required to refer to the assessment regulations in their [Student Handbooks](#) and in [Part B Section 5 of the Quality Assurance Handbook](#).
- Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly excepted by the lecturer). Assignments not submitted through Moodle may not be graded.
- Online assignments must be submitted **no later than the stated deadline**:
  - Late submissions (up to 14 days) will receive the Late Submission penalty (see [QAH Section B Part 5.4](#));
  - After 14 days, late submissions will be awarded **0%**.
- Extensions to assignment submission deadlines will be not be granted, other than in exceptional circumstances:
  - To apply for an extension please go to <https://students.dbs.ie/registrar-office/dbs-faq> and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Programme Coordinator;

- Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to your Programme Coordinator
5. Students are required to retain a copy of each assignment submitted.
  6. Dublin Business School penalises students who engage in Academic Impropriety (i.e. plagiarism, collusion, copying, essay mills, etc.):
    - Refer to the [QAH Part B Section 3.3](#) for further information on Academic Impropriety and the potential penalties;
    - Refer to the [Library](#) for information on correct referencing, and support classes.

### 3.5 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 8 on the National Framework of Qualifications (NFQ), a framework for the development, recognition and award of qualifications in Ireland.

### 3.6 Useful links and tips

Door codes for Bow Lane and Balfe Street are available at Reception desks.

Once registered, a learner should use the calendar in their student email account for personalised timetables.

Timetables can be sync'd with mobile devices, see <https://www.dbs.ie/about-dbs/news-and-events/2018/05/17/dublin-business-school-moodle-app> for more information.

- . [www.dbs.ie](http://www.dbs.ie)
- . <https://elearning.dbs.ie/> (Moodle)
- . [www.mydbs.ie](http://www.mydbs.ie) (student email)
- . [tts.dbs.ie](http://tts.dbs.ie) for generic timetables
- . <https://library.dbs.ie/>
- . [Lorls.dbs.ie](http://Lorls.dbs.ie) (to access your reading list online)
- . [esource.dbs.ie](http://esource.dbs.ie) (repository of student and faculty research)
- . [servicedesk.dbs.ie](http://servicedesk.dbs.ie) (to log support queries or issues)
- . Moodle App available for download (Play Store and iTunes): <https://elearning.dbs.ie/>

If you have any problems with your timetable or require technical support, please log a ticket at [servicedesk.dbs.ie](http://servicedesk.dbs.ie).

## Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

<https://students.dbs.ie/academicoperations/academic-calendars>

It shows the term dates, as well as reading weeks, the Christmas break and the exam session, including the repeat exams.

## Section 5 Quality Assurance Handbook

All programmes delivered by DBS are delivered within a robust and established quality assurance infrastructure encapsulated by a *Quality Assurance Handbook*. This is available on the DBS website: <https://students.dbs.ie/registrar-office/gah>.

### 5.1 Key Assessment Regulations

# Quality Assurance Handbook

**Quality Assurance Handbook – Key Assessment & Regulations Reminders**

**LIMITED ASSESSMENT OPPORTUNITIES**

Students generally only have **FOUR (4)** opportunities to complete a module successfully and do not defer the sitting, it still counts as an attempt

Dissertation modules usually allow **TWO (2)** opportunities. Students who Exhaust their opportunities will be Withdrawn from their programme

**NO REPEAT FOR HONOURS**

QQ programmes are subject to the regulation that a student cannot receive an Honours award (First Class Honours, etc) if they have passed a module at Award Stage on a repeat attempt.

If you repeat an Award Stage module, your award will be capped at a Pass.

**ACADEMIC INTEGRITY**

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.

**APPEALS**

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.

**PMCs**

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.

**LATE SUBMISSION PENALTY**

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.

**APPEALS**

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**

**LIBRARY SUPPORT - REFERENCING**

## Section 6 Conclusion

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

Enjoy your time at DBS!