



Master of Science in Marketing

Level 9, 90 ECTS

(with an embedded exit award of Postgraduate Diploma in Science in Marketing)

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. Our campus is in Dublin's city centre and comprises four buildings where 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-19 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

Table of Contents

Foreword	1
Section 1 Programme Information	3
Welcome Message from Course Director	3
1.1 Programme Administration	4
1.2 Main Points of Contact for the programme	4
1.3 Programme Team	5
Section 2 Programme Details	6
2.1 Aims of the Programme	6
2.2 Programme Learning Outcomes	7
2.3 Programme Structure	9
2.4 Other Relevant Programme Information	12
2.5 Teaching and Learning Strategy for a multi-modal environment	12
Section 3 Assessment	14
3.1 Introduction to Assessment	14
3.2 Assessment Schedule	15
3.3 Reassessment	19
3.4 General Submission Requirements	19
3.5 Awarding Body and NFQ Level	20
3.6 Useful links and tips	20
Section 4 Academic Calendar	21
Section 5 Quality Assurance Handbook	22
5.1 Key Assessment Regulations	22
Section 6 Conclusion	23

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 Aditya Shankar and your lecturers. Some examples of areas that I can assist with include:

- Academic planning and choices
- Navigating Moodle
- Assignments and Examinations
- Decisions around stream choices

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

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive. 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 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

	Name	E-mail
Programme Coordinator	Aditya Shankar	aditya.shankar@dbs.ie
Course Director	Rita Day	rita.day@dbs.ie

1.3 Programme Team

Email addresses for lecturing staff: firstname.lastname@dbs.ie

This is an indicative list and is subject to change.

Semester One

Module	Module Leader
Contemporary Consumer Behaviour	Niamh Cullen
Services Marketing Management	Linda Moran
Web Marketing & Metrics	Naomi Kendal
Sustainable Marketing Practices	Sandra Kernan

Semester Two

Module	Module Leader
Research Methods	Ciara Devine
Integrated Marketing Communications	Shaun Hayden
Design Thinking, Innovation, and Commercialisation	Gary Bernie
International Marketing	Sandra Kernan
Applied Strategic Branding	Shakeel Siddiqui

Semester Three

Module	Module Leader
Dissertation	Ronda Barron

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 aims to equip learners with a comprehensive understanding of the key foundations of the marketing discipline as well as provide them with a detailed understanding of the contemporary marketplace. A range of modules and topics are offered that have been designed to both challenge and inform the learner whilst also providing a focus on application to commercial relevance as required in this area. Learners will gain a critical understanding of the impact of marketing on business and customers and learn how to effectively integrate their knowledge of the marketing channel into decision-making in an organisation. They will critically analyse and evaluate the marketing function in order to generate valuable business insights in an increasingly complex digital age. They will learn how these insights inform strategic business decisions designed to increase market share and customer reach. Through the assignments and projects as part of the assessment criteria, learners will develop independent research and problem-solving skills which will be valuable in a variety of contexts in the workplace.

The programme focuses on theoretical and contextual knowledge in core areas such as Applied Strategic Branding, Services Marketing Management, Integrated Marketing Communications together with a digital marketing module while also offering applied practical skills in contemporary topics such as Contemporary Consumer Behaviour, and Design-thinking, Innovation and Commercialisation. Learners who complete the full MSc in Marketing programme (including the 25 ECTS capstone Dissertation/Applied Research Project) will also develop and enhance their research capability through critical enquiry and detailed analytical problem solving.

The specific programme objectives are:

- Provide an academically rigorous framework through which students can develop a critical awareness of current problems and/or new insights in the marketing function so as to further develop and expand their knowledge of the science of marketing.
- Develop a systematic detailed knowledge, experience and understanding of marketing concepts and theories and encourage critical thinking and analysis as they apply in organisations today.
- Provide the graduate with a deep level of knowledge and critical awareness of marketing theory and philosophy and the ability to apply such theories in the ever-changing competitive business world.
- Demonstrate critical knowledge of marketing technologies and the role they play in marketing strategies.

- Develop learners' knowledge and ability to apply a methodical research approach to their study.
- Apply advanced research skills, constructively criticise, draw conclusions, and offer recommendations within the marketing environment.
- Demonstrate the ability to develop key personal and professional skills in areas including decision-making, design-thinking, analytical skills, collaboration, critical analysis, entrepreneurial mindset thinking, leadership and appreciation.

Overall, the programme aims to create in learners a critical understanding of core marketing issues and therefore develops learners' understanding of the demands of the changing consumer environment through up-to-date and in-depth knowledge of the core and subfields of marketing whilst also providing valuable and necessary practical skills in this field.

2.2 Programme Learning Outcomes

Upon successful completion of the MSc in Marketing programme, learners will achieve the following learning outcomes:

MIPLOs	Award (Level 9) MSc in Marketing
MIPLO1	Critically appraise contemporary marketing facts, concepts, principles, theories, and practice through the acquisition of relevant knowledge and competence.
MIPLO2	Demonstrate a comprehensive knowledge of contemporary integrated marketing communication in the modern digital marketing age.
MIPLO3	Demonstrate the acquisition of an in-depth comprehension of marketing technologies and practices as applied to the marketing discipline.
MIPLO4	Critically apply new marketing insights to a modern organisation informed by a comprehensive range of analytical skills and critical thinking.
MIPLO5	Demonstrate a practical mastery of the variety of methodological procedures relevant to the pursuit of current marketing knowledge.
MIPLO6	Analyse the complex and changing nature of today's global customer and develop appropriate marketing strategies to enhance customer satisfaction.
MIPLO7	Exhibit a sustainable, marketing-orientated, and ethical approach to the strategic problem-solving process in both a team and individual context.
MIPLO8	Critically evaluate current marketing practices and critically apply innovative thinking to the challenging and ever-changing environment.

MIPLO9	Critically evaluate the role of digital marketing technologies in the development of appropriate marketing strategies in the digital era.
MIPLO10	Develop research philosophies, research design and data collection techniques to assemble qualitative and quantitative data for applied research. Create, construct, and present a viable marketing applied research project.

Upon successful completion of the Postgraduate Diploma in Science in Marketing, learners will achieve the following learning outcomes:

MIPLOs	Award (Level 9) Postgraduate Diploma in Science in Marketing
MIPLO1	Critically appraise contemporary marketing facts, concepts, principles, theories, and practice through the acquisition of relevant knowledge and competence.
MIPLO2	Demonstrate a comprehensive knowledge of contemporary integrated marketing communication in the modern digital marketing age.
MIPLO3	Demonstrate the acquisition of an in-depth comprehension of marketing technologies and practices as applied to the marketing discipline.
MIPLO4	Critically apply new marketing insights to a modern organisation informed by a comprehensive range of analytical skills and critical thinking.
MIPLO5	Demonstrate a practical mastery of the variety of methodological procedures relevant to the pursuit of current marketing knowledge.
MIPLO6	Analyse the complex and changing nature of today's global customer and develop appropriate marketing strategies to enhance customer satisfaction.
MIPLO7	Exhibit a sustainable, marketing-orientated, and ethical approach to the strategic problem-solving process in both a team and individual context.
MIPLO8	Critically evaluate current marketing practices and critically apply innovative thinking to the challenging and ever-changing environment.
MIPLO9	Critically evaluate the role of digital marketing technologies in the development of appropriate marketing strategies in the digital era.

2.3 Programme Structure

Stage label	Module title	ECTS	Sem	Module synopsis
Award	Contemporary Consumer Behaviour	10	1	For marketers, an understanding of how a consumer selects, purchases, uses, and disposes of products and services is pertinent to successfully managing the marketing function. Understanding buyer behaviour and the ability to develop a marketing plan around this behaviour form part of a critical learning path toward the science of marketing within the business and commercial environment. The contemporary Consumer module provides learners with a robust analysis of the key individual and group orientated factors that drive consumption.
Award	Sustainable Marketing Practices	5	1	Marketing has been transformed by the power of stakeholders and the ever-increasing urge to address sustainable issues for the future of our planet. This course is redefining marketing by requiring learners to participate and actively affirm their contributions to a more sustainable global society. Learners will have to create a new product/service and develop a marketing plan which will capitalise on digital technologies in order to market a chosen value proposition to the Irish market. The objective of this module is to encourage and support students in thinking about creating sustainable marketing products /services that will contribute to the well-being of society and minimise negative effects on society. In effect learners are becoming entrepreneurs by seeding their thoughts into a marketing reality.
Award	Web Marketing & Metrics	5	1	This lab-based module will offer the learner both the theory and practice of planning, managing, and measuring a web based digital marketing project. 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.
Award	Services Marketing Management	10	1	We live in a service economy. The majority of marketing graduates will spend all of, or most of, their careers working in service-based organisations. This module seeks to furnish students with a comprehensive appreciation of the critical service marketing management issues facing service sector and service-organisations. In so doing the module seeks to instil a service logic in its students thus preparing them for success in the service economy they graduate into.

Award	Research Methods	5	2	<p>This module seeks to develop the learner’s knowledge and understanding of the processes underpinning formal research. It provides coverage of research philosophies, strategies, designs, sampling, methods of data collection, while highlighting the ethical implications of, and the need for rigour in, masters’ level research. Qualitative and quantitative data analysis techniques will be explored, equipping learners with the requisite skills to plan, investigate, analyse, and present data using various qualitative and quantitative research methodologies. Research idea generation and research-refinement techniques form the basis of the process. Related to this are activities in formulating a literature review relevant to the chosen research question and topic. A key assessment component of the module is an appropriate and effective research proposal.</p>
Award	Integrated Marketing Communications	10	2	<p>This module will provide students with a comprehensive overview of contemporary integrated marketing communication in a digital age. It examines the evolution of the promotional mix to date and the challenges marketers face in a changing business environment. This module, underpinned by principles of marketing and consumer behaviour theory, provides a strategic approach to managing communications that builds upon a critical understanding of the promotional mix in the context of emerging technologies.</p>
Award	Design Thinking, Innovation, and Commercialisation	5	2	<p>Rapid changes have prompted today's organisations to ensure its survival by launching innovative products and services with advanced technology and different and new ways of thinking. These approaches require design-thinking, innovation, and entrepreneurship. <i>Design-thinking</i> is a systematic process that can lead to innovation and improved outcomes; <i>Innovation</i> is the process to convert invention or idea into a marketable product or service that leads the innovation process successfully in bringing a product or offering a new service or commercial idea to market despite many obstacles. Design Thinking, Innovation, and Commercialisation are the cornerstones of entrepreneurship education focuses on the development of skills or attributes that enable the realisation of marketing opportunity. The module helps to equip students 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’ and ‘Design-thinking in marketing will be a key learning, particularly in the area of capturing value for survival and growth in the for-profit business environment.</p>

Award	Applied Strategic Branding	10	2	<p>This module is based on a case study learning approach. Learners are required to engage every week with a series of marketing case studies and analyse them in order to make strategic marketing decisions (12 Case Studies over 24 weeks). All case studies will be related to current strategic marketing topics. Learners will be assigned case studies at the very beginning of the term. Following a thorough analysis, learners will present, justify, and discuss with the class their strategic marketing approach. Finally, learners will be encouraged to write their own case study for the purpose of publication on a given topic or a topic of their choice. Brands are among the most valuable assets of a company. Because a strong brand can have a significant impact on consumer purchasing decision by communicating the value of and providing differentiation for products and services. Branding plays a crucial role in strategic marketing; therefore, the concept of brand management will play a key role within this module while investigating the case study material.</p>
Award	International Marketing	5	2	<p>International markets evolve rapidly and very often companies struggle to keep up in terms of their strategy. It is therefore reasonable to deduce that many companies' international operations will consist of a collage of country market operations that pursue different objectives at any one time. This module is to bring the students through the systematic design of international marketing strategies. Students will gain insights into international theories, concepts, and ideas as they relate to global marketing issues. Students will be requested to discuss a series of case studies in various industries across the globe, as well as write a publishable international marketing case study on an international marketing topic of their choice.</p>
Award	Dissertation /Applied Research Project	25		<p>The Dissertation /Applied Research Project module synthesises learning in a capstone traditional written dissertation or the option of an applied research project, consolidating learners' research ability, theoretical knowledge, and applied skills through the production of an artefact and written report. Through either pathway the learner is exposed to the critical analysis of key issues, academic/industry literature, and experience as a researcher. The learner will be encouraged to critically evaluate the implications of the findings of their research and develop research skills, critical thinking, reasoning, and reflection abilities as well as demonstrate their knowledge and cognitive skills. This module, therefore, enables learners to bring together their learning from all the modules that have been previously completed at this level.</p>

2.4 Other Relevant Programme Information

The foundation of the programme's curriculum structure is based around key knowledge transfer in the relevant and pertinent areas of modern-day marketing. These core modules in semester one delivers a total of 30 ECTS which include Sustainable Marketing Practices (5 ECTS); Contemporary Consumer Behaviour (10 ECTS); Services Marketing Management (10 ECTS) which are designed to give the learners a robust grounding in these very relevant marketing modules. There is also the introduction of Web Marketing and Metrics (5 ECTS) to deliver a digital marketing element to the programme in this semester.

In semester two there are two 10 credit modules and three 5 credit modules. These semester two modules cover the areas of Integrated Marketing Communications (10 ECTS); Applied Strategic Branding (10 ECTS); International Marketing (5 ECTS) and the module which has been specifically designed around developing the learners' personal and business acumen, Design-thinking, Innovation & Commercialisation (5 ECTS). The Research Methods module is delivered (5 ECTS) in semester two also and provides learners with the knowledge and skills for their research journey.

Semester three will bring the learners into their capstone dissertation or applied research project (depending on their direction/ interest during semester one and two). Each of these modules are set at 25 credits.

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 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.

3.2 Assessment Schedule

Assessment types will include:

Stage	Module	ECTS	Assessment
Award	Contemporary Consumer Behaviour	10	<p>Formative: 0% - Class assignments, homework & feedback</p> <p>Summative: 2 CAs = 50% each</p> <p>Individual Research & analysis of a brand competing in a changing market.</p> <p>Reflection section included.</p> <p>Group research & analysis of case study based on product / service brand behaviour in a designated market environment.</p> <p>Reflective section included.</p>
	Sustainable Marketing Practices	5	<p>Formative: 0% - Class assignments, homework & feedback</p> <p>Summative: 2 CAs – 20% / 80%</p> <p>1) To investigate a concept of a new Product/Idea/ Service to market in Ireland.</p> <p>Interim Oral Presentation 20%</p> <p>To investigate a concept of a new Product/Idea/ Service to market in Ireland.</p> <p>To critically review the feasibility of an innovative marketing concept for the Irish market by researching market data.</p> <p>2) Final Oral Presentation 80%</p> <p>Defend in an oral presentation an innovative marketing plan. Demonstrate appropriate ethical judgement and develop an ethical attitude towards people, societies, and systems.</p>
	Web Marketing & Metrics	5	<p>Formative: 0% - Class assignments, homework & feedback</p> <p>Summative: 2 CAs = 80% & 20%</p>

			Individual Practical Project - 80% Individual Presentation - 20%
	Services Marketing Management	10	Formative: 0% - Class assignments, homework & feedback Summative: 3 CAs = 35%/35%/30% each Group-based case research, analysis, and presentation - 35% Individual term paper and presentation - 35% Individual reflective / learning journal - 30%
	Research Methods	5	Formative: 0% Class assignments, homework & feedback Summative: 2 CAs = 50% each , two assessments: one applied data analysis assessments and a research methods proposal
	Integrated Marketing Communications	10	Formative: 0% Class assignments, homework & feedback Summative: 3 CAs - 50%/35%/15% Individual critical essay 50% Group Presentation 35% Group Report 15%
	Design-thinking, Innovation and Commercialisation	5	Formative: 0% - Class assignments, homework & feedback Summative: 2 CAs – 30%/70% CA1: I Business project Idea Generation 30% As a group exercise with fellow students, the group have to propose a new product / services around a specific brand/market by using appropriate “idea generation” techniques. These findings will then be presented to peers in a workshop setting. CA 2: 70% (60% for plan & 10% Reflection)

			<p>Produce a marketing plan / product or service innovation based on the opportunity highlighted by the “Idea Generation” in CA2. A Report will be presented in class to peers (peer evaluation) and document feedback will be given by facilitator</p> <p>A small individual Reflective Piece: A written assessment of the learner’s own skills, attitudes and personal qualities and skills audit in relation to those displayed by successful entrepreneurs, leading to a personal assessment of the learner’s disposition towards, and capacity for entrepreneurship or entrepreneurial activity within a marketing context.10%</p>
	Applied Strategic Branding	10	<p>Formative: 0% Class assignments, homework & feedback</p> <p>Summative: 3 CAs @ 25%/25%/50%</p> <ol style="list-style-type: none"> 1) Oral Presentation of assigned case study - 25% 2) Written presentation of case study of assigned case study - 25% 3) Written Presentation of the learners own case studies for publication - 50% <p>Students will also present key findings from their paper in class for peer learning purposes</p>

	International Marketing	5	<p>Formative: 0% - Class assignments, homework & feedback Summative: 2 CAs – 50% / 50%</p> <ol style="list-style-type: none"> 1) Group Written presentation of assigned international marketing case study with oral presentation of key findings -50% 2) Individual Written presentation of a publishable international marketing case study - 50%
	Dissertation OR:	25	<ol style="list-style-type: none"> 1) Presentation 10% 2) Dissertation 15,000 word 80% 3) Poster Presentation 10% <p>The learner will produce a robust piece of research underpinned by a primary and secondary data collection and a rigorous qualitative and/ or quantitative data analysis.</p>
	Applied Research Project	25	<ol style="list-style-type: none"> 1) Presentation 10% 2) 10,000-word Project Report 50% 3) Artefact/product demonstration 40% <p>The learner will consolidate the knowledge and skills obtained in other modules by completing a research and preparation of an artefact, applying key academic concepts and techniques to a problem or issue with significant implications to a chosen organisation and/or industry. The project should combine both research and technical skills to investigate, design, produce and evaluate the solution put forward.</p>

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.

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 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 APA 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.

3.3 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

1. 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](#).
2. 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.
3. 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%**.
4. 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 9 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
- . <https://elearning.dbs.ie/> (Moodle)
- . www.mydbs.ie (student email)
- . tts.dbs.ie for generic timetables
- . <https://library.dbs.ie/>
- . lorls.dbs.ie (to access your reading list online)
- . esource.dbs.ie (repository of student and faculty research)
- . 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.

Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

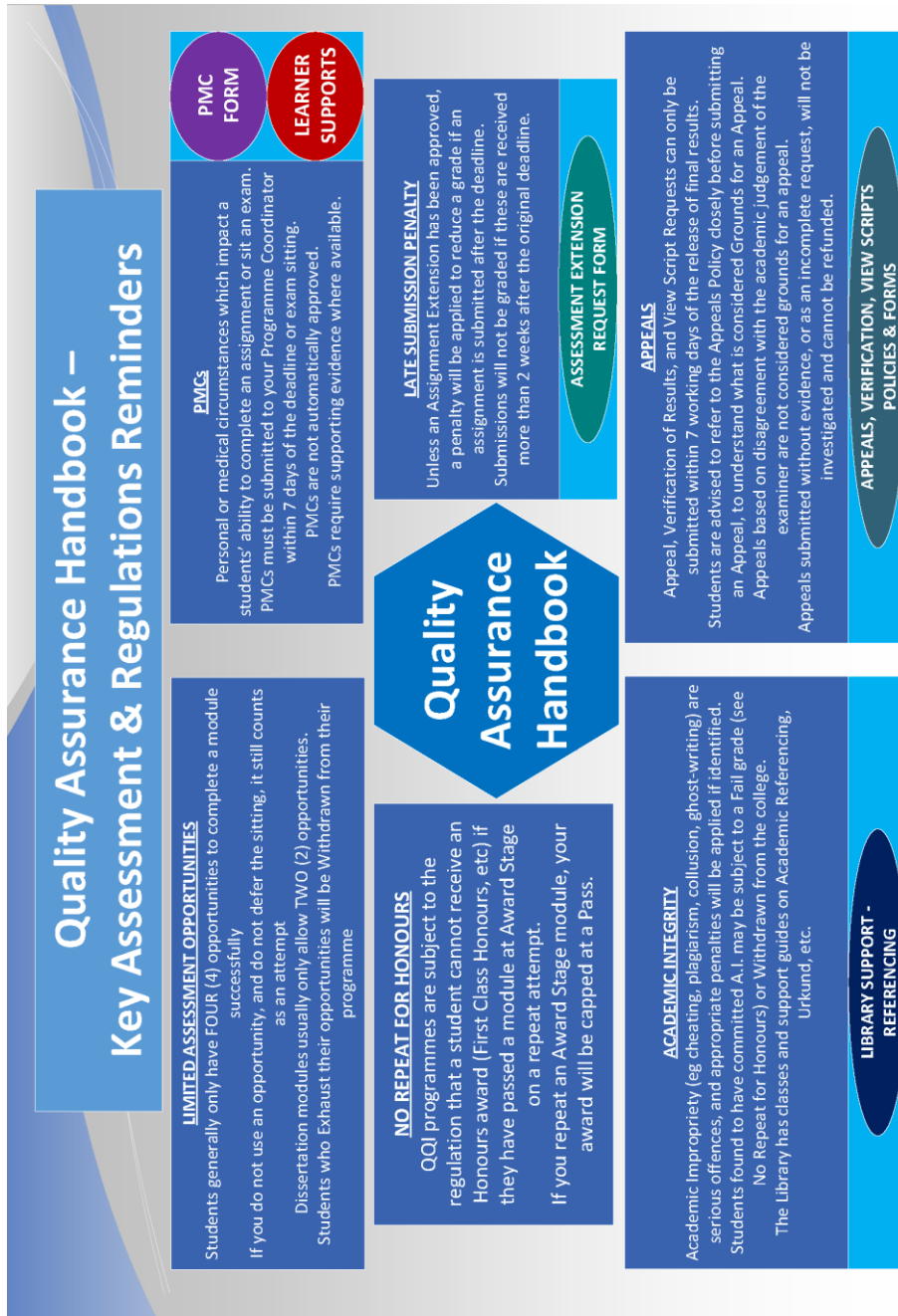
<https://students.dbs.ie/academicoperations/academic-calendars>

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/qah>.

5.1 Key Assessment Regulations



Quality Assurance Handbook – Key Assessment & Regulations Reminders

Quality Assurance Handbook

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
QQJ 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.

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.

PMC FORM

LEARNER SUPPORTS

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.

ASSESSMENT EXTENSION REQUEST FORM

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!