Higher Diploma in Science in Digital Marketing

Level 8, 60 ECTS

Programme Handbook

2023/ 2024

Foreword

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

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

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

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

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

Good luck on your journey!

Tony

Dr Tony Murphy

Academic Dean

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Section 1 Programme Information

Welcome Message from Academic Director

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

You have made the right choice in deciding to study at Dublin Business School. We are Ireland's largest independent third-level intuition, 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 work closely with your Academic Administrator and your lecturers. Some examples of areas that I can assist with include:
- Academic planning and choices
- Navigating Moodle
- Assignments and Examinations
- Decisions around stream choices

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

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

Best wishes to you all for a great year!

Rita

Dr Rita Day
Academic Director - Business, Law, and Marketing

1.1 Programme Administration

If you have any questions or concerns about any aspect of your programme, or a problem relating to any aspect of your time here at DBS you should contact your Programme Coordinator or Module leader. 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 brief description of the people you will meet on your programme:

- **Academic Director**
  The Academic Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.

- **Assistant Academic Director**
  The Assistant Academic Director has responsibility of working with the Academic Director across all elements of programme development and delivery. They are responsible for overseeing programme team meetings and are a direct point of contact for students. They work to ensure all programmes developed and run are of a high academic standard.

- **Programme Coordinator**
  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. However, queries should be sent to academicoperations@dbs.ie who will then forward your query to the relevant programme coordinator.

- **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

Position	Name	E-mail
Programme Coordinator	Nilasha Roy	academicoperations@dbs.ie
Programme Level Manager	Declan Scully	declan.scully@dbs.ie
Assistant Academic Director	Declan Scully	declan.scully@dbs.ie

1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: **firstname.lastname@dbs.ie**

This is an indicative list and is subject to change.

Module Stage	Module Title	Module Leader(s) *subject to change
Award	Digital Marketing Management	John Noble
Award	Digital Content and Storytelling	James Mackin
Award	Digital Marketing Communication	Naomi Kendal (Shakeel Siddiqui, Julian Callan)
Award	Digital Marketing Technologies and Tools	Ieva Masevic
Award	E-Business and Emerging Technologies	Lorca Kelly
Award	Digital Marketing Analytics and Metrics	Naomi Kendal (Julian Callan)
Award	Digital Portfolio	Shaun Hayden

In DBS, email addresses for lecturing staff are as follows: firstname.lastname@dbs.ie

There are also other valuable points of contact and support in DBS such as Student Services, the Student Engagement and Success Unit, Student Welfare and Support, IT Helpdesk and the award winning DBS Library. Your DBS Handbook and the DBS website will contain more information on these and other great DBS services and supports.

Section 2 Programme Details

2.1 Aims of the Programme

The aim of this programme is to provide learners with the opportunity to up-skill and/or re-skill in the discipline of digital marketing practice. The programme will allow the learners to add value by providing important data on trends and patterns that will enable better decision making and digital strategies. The programme is positioned to develop digitally focused and adaptable graduates, who will flourish in the emerging data driven, IT focused marketing function.

Given the growth and contemporary developments in digital marketing, it is also an important opportunity for those who may be working in the sector to up-skill in digital marketing strategy, theory, and practice. Technology and its seamless integration into our lives has now caused an increased need for well-designed information and assets, delivered in a bespoke, market focused format. 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 an understanding of the impact of digital marketing on business and customers, E-Business Emerging technologies, digital marketing technologies and tools (Martech), digital marketing analytics and metrics and learn how to effectively integrate their knowledge of the digital marketing sphere into decision-making in an organisation. They will critically analyse and evaluate the brand and 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. They will enable learners to integrate seamlessly into an organisation by addressing transversal skills such as leadership, self-management, and teamwork.

Learners who complete the Higher Diploma in Science in Digital Marketing programme (including the 10 ECTS Digital Portfolio) will also develop and enhance their research capability through the lens of creative skills and storytelling, critical enquiry and detailed analytical problem solving. Overall, the programme aims to create learners with an understanding of core digital marketing issues and therefore develops learners' understanding of the demands of the changing digital environment through up-to-date and in-depth knowledge of the core and subfields of digital marketing whilst also providing valuable and necessary practical digital marketing skills in this field.

The specific programme objectives are to:

1. Provide an academically rigorous framework through which students can develop an awareness of current problems and/or new insights in the digital marketing function to further develop and expand their knowledge of digital marketing.
2. Develop a systematic detailed knowledge, experience and understanding of digital content curation for digital marketing in a modern organisation.
3. Develop learners' knowledge and ability to apply and use integrated digital marketing communications, particularly within campaigns, with the intention of using this knowledge creatively in the delivery of digital marketing strategies.
4. Demonstrate knowledge of marketing technologies and tools and the role they play in marketing strategies.
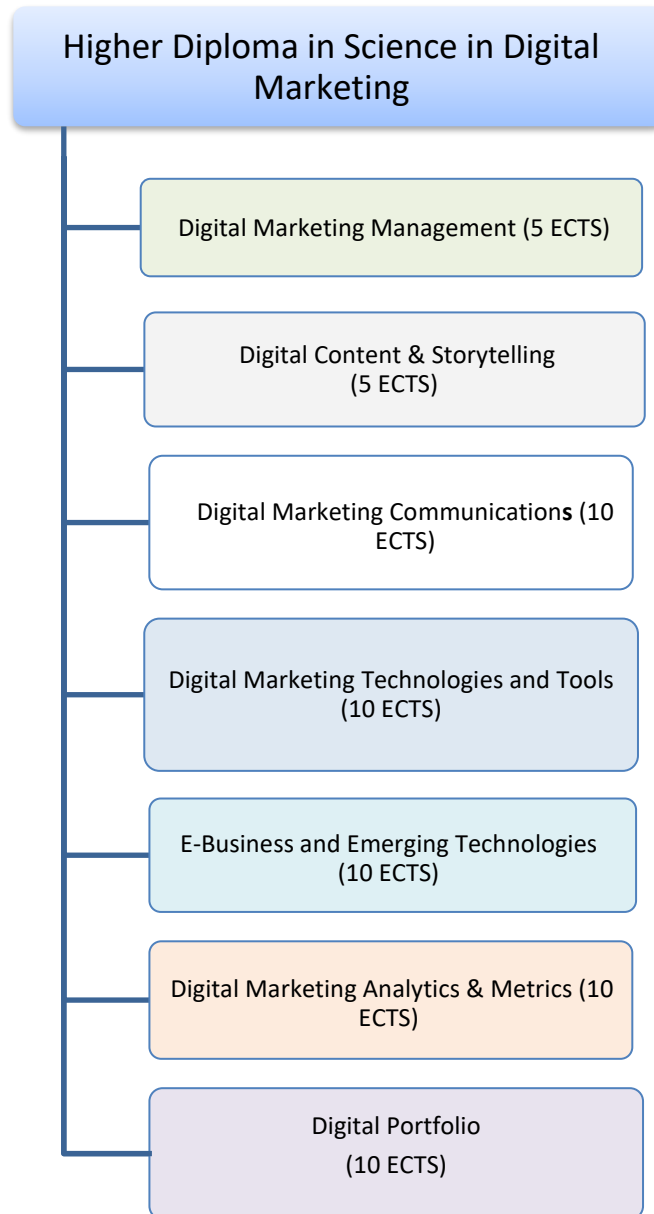
5. Develop an in-depth appreciation of modern data-driven metrics for marketing activities, and knowledge of using to drive an organisation's e-business programme.
6. Provide learners with the tools to explore web analytics and understand campaign metrics.
7. Apply advanced research skills, constructively criticise, draw conclusions, and offer recommendations within the marketing environment.

2.2 Programme Learning Outcomes

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

MIPLOs	Learning Outcomes
MIPLO1	Define the theories, concepts, and practices of digital marketing management.
MIPLO2	Appreciate digital content curation and reflect on the specific theoretical underpinning of the digital marketing space.
MIPLO3	Apply integrated digital marketing communications to advertising, campaigns, the delivery of digital marketing and online PR for a positive user experience online.
MIPLO4	Appraise marketing technologies and tools and the role they play in marketing strategies.
MIPLO5	Evaluate the importance and role of e-business and emerging technologies in financial management in digital marketing.
MIPLO6	Explore marketing analytics and metrics and understand the role they play in digital marketing and campaign management.
MIPLO7	Construct and present research around digital marketing strategies to a professional standard, cognisant of emerging technologies.
MIPLO8	Display a range of personal and interpersonal skills, including the capacity for continuous learning, initiative taking, performing to deadlines, working in a team, communicating effectively.

2.3 Programme Structure

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┌─────────────────────────────────────┐
│  Higher Diploma in Science in Digital│
│              Marketing               │
└─────────────────────────────────────┘
     │
     ├──── Digital Marketing Management (5 ECTS)
     │
     ├──── Digital Content & Storytelling
     │     (5 ECTS)
     │
     ├──── Digital Marketing Communications (10
     │     ECTS)
     │
     ├──── Digital Marketing Technologies and Tools
     │     (10 ECTS)
     │
     ├──── E-Business and Emerging Technologies
     │     (10 ECTS)
     │
     ├──── Digital Marketing Analytics & Metrics (10
     │     ECTS)
     │
     └──── Digital Portfolio
           (10 ECTS)
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2.4 Other Relevant Programme Information

Module Level

Stage label	Module title	ECTS	Module synopsis
Award	Digital Marketing Management	5	The module aims to introduce learners to digital marketing management outlined in a series of activities in which company goals can be achieved through carefully selected online marketing channels. This module will offer the learner both the theory and practice of strategic digital marketing management, including the planning, managing, and measuring a digital marketing campaign.
Award	Digital Content and Storytelling	5	This module will focus on digital content and storytelling as a fundamental part of the digital marketing process; it will inform the learner about the process of gathering information relevant to a particular topic, or area of interest, usually with the intention of adding value within digital media. This creativity is understood through the lens of socially responsible content. As part of the writing process, learners will need to be aware of compliance and adherence to GDPR and ethical considerations throughout this module.
Award	Digital Marketing Communications	10	This asynchronous module will explore the integration of multiple marketing communication platforms to form a cohesive online approach for the business which will include search engine optimization (SEO), Keyword Research, Link Building, and Digital Marketing activities that have major SEO benefits including Content Marketing, Guest Blogging and Online PR. It examines the evolution of the promotional mix to date and the challenges marketers face in a changing business environment. This module provides a strategic approach to managing communications that builds upon a critical understanding of the promotional mix in the context of emerging technologies.
Award	Digital Marketing Technologies and Tools	10	This module will give learners an understanding of the role of key technology tools for digital marketers. It will introduce learners to back-end digital marketing technologies that facilitate general data management, big data, universal analytics, social media analytics, mobile, programmatic, and other emerging technologies that impact the contemporary digital marketing function.
Award	E-Business and Emerging Technologies	10	This module will provide learners with expert academic knowledge in the activity of electronically buying or selling products, and online services. Learners will study E-business including financial management and explore the role of emerging digital marketing technologies in this space.

Award	Digital Marketing Analytics and Metrics	10	This module will provide learners with a deeper knowledge and understanding of the technology and different models available in terms of web analytics and campaign metrics to strategic digital marketing. Learners will also utilise effective project management techniques through the process of web marketing design for a typical business scenario including the application of basic web promotional elements.
Award	Digital Portfolio	10	This module provides learners with the opportunity to demonstrate their ability to work independently on a well-defined research question in an organised and critical manner. A digital portfolio is a collection of electronic evidence assembled and managed by a user, usually on the web. Such electronic evidence may include text, electronic files. Images, multimedia, blog entries, and hyperlinks. The digital portfolio will showcase the user's ability through the use of various platforms for self-expression. This personal learning environment captures and displays a learning record and a collection of digital artefacts.

2.5 Teaching and Learning Strategy for a multi-modal environment

This section is an opportunity to discuss the proposed teaching activities and modes of delivery that you can expect on this programme.

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.

Multimodal delivery has been fully incorporated across the programme to utilise live online, pre-recorded and on-demand resources.

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
Pre-Recorded/ Asynchronous	Where the lecturer pre-records a session.
On-Demand/ Asynchronous	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.

Your programme is a mixture of these modes of delivery and your timetable has been carefully constructed to offer live online and Asynchronous (pre-recorded and On Demand) materials. The asynchronous materials are not shown on your timetable as these are flexible learning objects that

you can watch and listen to in your own time. Recordings of online learning environments are made available to learners, when appropriate to do so and not exempt due to the sensitivity or confidentiality of material, for the purpose of reflection and revision. All modules utilise directed e-learning, which means lecturers direct learner interaction with online reusable learning objects (RLOs) and/or discussion forums on the VLE along with supporting e-learning resources. Directed e-learning RLOs can range from an annotated case study in pdf, to a video, to a bespoke animation created by DBS, as long as the lecturer has provided prescriptive direction on the interaction with the RLO. Other e-learning resources include pdfs, video links, links to websites, podcasts etc and any other relevant and appropriate supporting resources.

Multimodal delivery is aligned across weeks to ensure that a mix of modes does not occur within any one day/evening. Modules with synched schedules of delivery have been timetabled together on the same day/evening to ensure consistency of on-campus and online/asynchronous schedules (see sample heat map of multimodal delivery across modules below).

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

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 Guide.

Learners on the Higher Diploma in Science in Digital Marketing will have all class notes, resources, case studies and links to electronic resources made available on Moodle. Modules will be delivered through a blend of asynchronous content and discussion forums with synchronous tutorials and practical lab sessions and lectures, while teaching and learning will use a wide range of materials to assist learners as they enhance their knowledge and understanding of core digital marketing concepts. This approach allows for the reflection and consideration of theories, concepts and issues followed by facilitated discussions in synchronous tutorials to further explore and challenge understanding with peers using case-based scenarios and problems. Individual and group exercises are also used to test understanding and drive applied discussions. These interactions can be facilitated with the use of educational technologies, such as online walls and polling.

FAQ

1. What will my class look like?

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into the workshop and then finishing with a tutorial approach. Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, or in-class. However, some activities and approaches are better suited to some modes.

2. How will my class appear on the timetables?

Multimodal delivery is aligned across weeks to ensure that a mix of modes does not occur within any one day/evening. Modules with synched schedules of delivery have been timetabled together on the same day/evening to ensure consistency of on-campus and online/asynchronous schedules.

Typically, a timetabled class will take place in one mode or another, for example through live online, or recorded. Although the on-demand mode can be used on its own or with any of the other modes. On-Demand will not appear on your timetable as the timetabled class as you will be able to watch the learning content at your own convenience. However, you should include On-Demand in your own learning schedule to make sure that you are fully prepared for the next timetabled class. Information in relation to this will be on your Moodle page and in your Module and Assessment Guides.

3. How many hours per week can I expect to learn using different modes?

Contact hours per module average 2 per week for the full-time delivery, and 1.5 per week for the part-time delivery. Live online class contact hours can vary per cohort and can be 2 hours per week for the full-time delivery per module, and 1 hr per week, per module, for the part-time delivery. Asynchronous resources are equivalent for both cohorts.

Should you have any queries, please do not hesitate to contact your Academic Administrator 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. Assessment types will include practical, continual assessment, reports, group activities and exams.

It is important that you familiarise yourself with the format and number of assessments, assessment weighting, and due dates. These are published in the Module Guide which is available on Moodle. An Assessment Brief is also published for each individual piece of continuous assessment. This will give details on the format, weighting, and due date, as well as set out what task you are required to complete in the assignment. It also gives the marking scheme for each assignment, and you should use this to guide your completion of the assignment.

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator and an external examiner. This is to ensure fairness, consistency of marking and the correct standard across all assessments. Results are always provisional until they are approved by the External Examiner and are processed through the programme Exam Board. The purpose of an Exam Board is to formally ratify results and determine award classification (for more information please refer to the *Quality Assurance Handbook*).

The assessment schedule is below and Moodle syncs with the Student Dashboard to provide a calendar of deadlines. The schedule lists the due dates for all your assessments due over the academic year. The schedule ensures that the workload is balanced across the academic year. Any extension requests need to be considered in light of this schedule, as changes might risk clashing deadlines, so it is very important to be aware of the potential impact of changes to assessment dates. The exam timetable is published on the exam page in the DBS current student area and is usually available about four weeks in advance of the exam period.

3.2 Assessment Schedule

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

Stage	Module	ECTS	Assessment
Award	Digital Marketing Management	5	70% Individual eBook 30% Individual eBook voiceover
Award	Digital Content and Storytelling	5	30% Individual storytelling exercise 70% Individual Responses
Award	Digital Marketing Communications	10	70% IMC Group Campaign 30% Individual Critical Peer Assessment
Award	Digital Marketing Technologies and Tools	10	70% Individual Report 30% Group Debate
Award	E-Business and Emerging Technologies	10	70% Group Business Plan 30% Individual Digital Poster
Award	Digital Marketing Analytics and Metrics	10	70% Group Analytical Report 30% Individual Reflection on the Campaign
Award	Digital Portfolio	10	80% Individual Digital Portfolio 20% Individual Presentation

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2022.* Special regulations are defined on the programme schedule. Where a learner is found to require additional learning support, the Equality & Diversity Officer 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 assessments on time as indicated on the assessment specification.
● Complete all parts of each assessment.
● NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found here.
● Always ask your lecturer if you are not sure about any requirements, not your fellow students.
● Always complete the required number of questions in an exam.
● Practice writing out answers for end -of term exams by doing previous papers, in particular handwriting 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.

Overview of Assessment Submission

Semester 1												
Module	**Wk 1**	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Wk 7**	**Wk 8**	**Wk 9**	**Wk 10**	**Wk 11**	**Wk 12**
Digital Marketing Management								X				X
Digital Content and Storytelling									X			X
Digital Marketing Communications											X	
Digital Marketing Technologies and Tools						X				X		
Semester 2												
Module	**Wk 13**	**Wk 14**	**Wk 15**	**Wk 16**	**Wk 17**	**Wk 18**	**Wk 19**	**Wk 20**	**Wk 21**	**Wk 22**	**Wk 23**	**Wk 24**
E-Business and Emerging Technologies						X					X	
Digital Marketing Analytics and Metrics								X		X		
Digital Portfolio											X	X

3.3 Reassessment

Reassessment must assess the same learning outcomes as the prescribed assessment, and therefore all reassessments will conform in structure and subject matter to the original assessment, with the scope of group assessments being reduced as appropriate for individual assessment.

3.4 General Submission Requirements

1. All 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 accepted 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 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 Academic Administrator
- 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 Academic Administrator

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 are available at Reception desks.
Once registered, a learner should use the calendar in their student email account for personal timetables.

. www.dbs.ie
. https://elearning.dbs.ie/ (Moodle)
. www.mydbs.ie (student email)
. 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)

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

LIMITED ASSESSMENT OPPORTUNITIES (*QAH* B.5.1.3)
Students generally only have FOUR (4) opportunities to complete a module successfully
If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt
Dissertation modules usually only allow TWO (2) opportunities. Students who Exhaust their opportunities will be Withdrawn from their programme

PMCs (*QAH* B.4.3)
Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam.
PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting.
PMCs are not automatically approved.
PMCs require supporting evidence where available.

PMC FORM

LEARNER SUPPORTS

CAPPED MODULE GRADES (*QAH* 5.5.3)
A repeat attempt on a module incurs a capped mark of 40% on the overall module mark. The individual components may achieve the full grade, but for Transcripts and Award Calculations, a repeated module will be counted as achieving 40%.

If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.

Quality Assurance Handbook (2019)

LATE SUBMISSION PENALTY (*QAH* B.5.4)
Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline.
Submissions **will not be graded** if these are received more than 2 weeks after the original deadline.

ASSESSMENT EXTENSION REQUEST FORM

ACADEMIC INTEGRITY (*QAH* B.3.3)
Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified.
Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college.
The Library has classes and support guides on Academic Referencing, Urkund, etc.

LIBRARY SUPPORT - REFERENCING

APPEALS (*QAH* B.3.5)
Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results.
Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal.
Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal.
Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.

APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS

Section 6 Supporting Student Success

One of DBS's strategic objectives is to support student success and enhance the student experience. We enable student success through high-quality services and support. The College provides academic resources, student services, engagement support and infrastructure to provide an outstanding student experience and enable strong academic outcomes. The Student Experience Team ensures that our students have the best possible College-life experience and promotes a DBS community and culture focused on their wellbeing and success. The Team has received awards to recognise their efforts.

6.1 The Learning Charter

The DBS Learner Charter, which was revised in early 2022 to reflect the challenges of engagement, defines a number of DBS and learner commitments that will foster a supportive, constructive and positive learning environment for students at DBS.

Section 7 My Career

7.1 Student Careers

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

- What is a work-ready graduate?
- What skills does a work-ready graduate need to succeed?
- How can we equip our students with these skills?

During your time in DBS, you will:

- Be given the opportunity to complete a skills self-assessment quiz at various times during your journey in DBS. This will allow you to judge yourself against the skills employers are looking for in graduates, and by following the advice given improve your score throughout your time at Dublin Business School.
- Be asked to complete a number of online mini-modules which will allow you to self-improve across all of the skills employers require from graduates.
- Understand the individual Careers pathway developed for your programme, by following and fully participating in this pathway you will enhance your Career and employment prospects.
- Listen to weekly podcasts with industry influences and leaders
- Attend weekly Careers workshops which have been specifically developed to equip our students for the modern employment market
- Attend Industry events and get the opportunity to talk to recruiters directly
- Have one-to-one sessions with a Careers Coach, which can include areas such as networking, CV preparation, interview skills, job search and building a successful LinkedIn profile.
- have formal and informal opportunities to improve your scores across defined skills, knowledge and attributes that employers are looking for in Graduates.

The Careers Hub is based in Aungier Street behind reception, and the team can be contacted by email.

Section 8 My Student Life

8.1 Peer Mentor Programme

The DBS peer mentor programme is designed to give students across DBS the opportunity to represent and mentor students by sharing their stories and experiences of college life. Our mentors act as positive role models throughout the year to their respective groups and are sources of information, from orientation through to the end of the year. The mentors help make coming to DBS a more welcoming, less daunting experience for everyone. As well as arranging informal meetings and social events with their mentees, the team assists with any queries or concerns that new students may have. Throughout the year this team of students is supported by our Student Experience Team with whatever challenges and issues they face. This academic year we will have over 100 peer mentors divided across three areas - a programme based, regional (by nation) based, and year-based mentors. Each of our student mentors is given continuous high-quality training throughout the academic year to ensure they are fully engaged in our college experience and best prepared to support their mentees.

8.2 Class Reps

DBS was the first private college to engage with USI to train all of our class reps on the NStep Programme. This programme was launched in 2016 by the HEA, QQI and USI, and applies the best principles of student engagement to enhance and enrich the College's interactions with our Class Reps. Early in the Academic year, your lecture will look for a nominated class rep from each class. These will then partake in NStep training and be invited to sit on the Student Council.

8.3 Student Council

The DBS Student Council welcomes all students appointed or elected to the role of Class Representative, Peer Mentors, Sports Clubs & Society leaders and members of the Students Union. The Council acts as a platform for two-way communication between the college and the student body. Students who represent the Student Council are made aware that they are responsible for collecting feedback from the student body and notifying the college on any specific issues that arise throughout the term.

8.4 Student Entertainment

The Student Experience Team, in conjunction with our Student Union and Societies, organises a full and varied schedule of social and cultural events throughout the year. From Freshers week in September, RAG week, weekly film screenings, cultural excursions and day trips, and the Student Awards in May, there is something for everyone. We also celebrate important cultural and national events such as Holi, Chinese New Year, Eid, St Patrick's Day, 4th July and other National Holidays.

8.5 Social

College Life is about much more than just education. Through our broad range of clubs and societies, our students get to enjoy the full student experience, which extends beyond lectures and exams. The DBS Campus is Dublin City Centre, and we use all of the extra-curricular and recreational opportunities that our unique location offers. DBS recognises that clubs and societies are key to enhancing and enriching a student's experience while in college. We, therefore, encourage all of our

students to get involved. Besides doing something that they love and enjoy, they will meet new friends with similar interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

8.6 Societies

All Society Officers take part in a comprehensive training programme which covers areas such as leadership, event management, teamwork and conflict resolution. They feed into a strong support network, led by the Student Experience Team in partnership with Student Union Officers. On successful completion of their tenure, the leaders receive a digital badge which gives official recognition and can be displayed on their LinkedIn profile. The College has over 50 societies across different interests, activity-based, special interests, religions, International and cultural and volunteering and social.

8.7 IT Helpdesk

Support will be provided by the DBS administrative, facilities and IT support services. IT can be contacted for support by logging a ticket on Moodle.

8.8 DBS Library

Multiple supports can be accessed through the library. Multiple support classes are available. To see the range of support classes available, or to book a support class please visit the library page: https://libguides.dbs.ie/Academic_Support

Section 9 My Health and Wellbeing

9.1 Counselling Services

DBS offers a free confidential counselling service for all students. This is provided through our counselling partners, MyMind.ie, ensuring confidentiality and a guaranteed appointment with a counsellor within 72 hours. Since COVID-19 these are all provided via on-line and video link services.

In order to access counselling please email the [Student Welfare Officer](#) who will arrange to meet with you and discuss your needs in a sympathetic and confidential manner.

9.2 Disability and Inclusion

DBS have a dedicated Disability and Inclusion Officer who works closely with other areas of the college including Faculty, the Library, and Exams to ensure that any student's special needs are catered for.

The purpose of the Disability Supports Service is to ensure that programmes and facilities are accessible to students with disabilities, long-term medical conditions, and long-term mental health conditions. The Disability Supports Service aims to provide support for these students to assist in their achievement of educational goals. Eligible students should register with the Disability Supports Service to ensure they receive the appropriate assistance during their studies.

We encourage you to register with the [Disability Supports Office](#) as early as possible in order to avail of support and accommodations. We recommend that:

- Students should contact the Disability and Inclusion Officer to make an appointment to discuss their requirements.
- Students must produce a professional assessment of their disability or medical certification of their condition.
- The Disability and Inclusion Officer will put in place the required accommodations.
- Students may liaise with the Disability and Inclusion Officer throughout their time in DBS.

All students who register with the Disability Supports Office are entitled to double the allowance and double the loan period of Library material. Students may also avail of a one-to-one session with the Information Skills Librarian on how to find, evaluate, cite and reference information.

9.3 Student Well-Being Programme

The student Calendar focuses on Health and Welfare early in the College Year, with themed weeks on Mental Well-being, Disability Awareness, and Consent, within the first five weeks of College. These weeks specifically make incoming students aware of the support that they have, both at an institutional and peer level. DBS facilitates regular student well-being and mental health workshops in conjunction with Jigsaw, The National Centre for Youth Mental Health. These are compulsory for all student officers, and club and society officers, and are open to all other students. We also run regular dyslexia workshops which are always excellently attended.

9.4 The Student Engagement and Success Unit

Dublin Business School (DBS) welcomes and supports all new entrants in their transition to third-level education. As part of this commitment, DBS has established a Student Engagement and Success Unit (SESU), which aims to help all new students at DBS transition successfully into Higher Education. Starting the first year of college is a transition in everyone's life. SESU is there to help learners make this transition, so if learners are having difficulty settling into college or simply making a start in their programme, SESU is there to help.

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 2024/24. These include SESU Drop-in sessions – Tea & Talk, SESU Workshops for Numerical Skills, Academic Writing & IT Skills as well as Research skills & referencing delivered by our Award-Winning Library Team. Our Peer Mentor Programme also provides peer support across all programmes throughout the academic year.

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

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

Section 10 Conclusion

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

Enjoy your time at DBS!