Master of Science in Marketing
Level 9, 90 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 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. 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:

- **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 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, all such queries should first be sent to academicoperations@dbs.ie who will then forward the query to the appropriate programme coordinator.

- **Programme Level Manager**

  The Programme Level Manager (PLM) looks after the day to day running of the programme. They assist the Assistant Academic Director and are responsible for overseeing programme team meetings and are a direct point of contact for students. The PLM will approve/deny deferrals, PMCs, extension requests.

- **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	Larissa Straci	academicoperations@dbs.ie
Programme Level Manager	Brenda Muldowney	brenda.muldowney@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	Lecturer
Award	Contemporary Consumer Behaviour	Shaun Hayden
Award	Services Marketing Management	Declan Scully
Award	Web Marketing Management & Metrics	Naomi Kendal
Award	Sustainable Marketing Practices	Jacklyn Tully
Award	Research Methods	Tanya Zubrzycki
Award	Integrated Marketing Communications	Shaun Hayden
Award	Design Thinking, Innovation, and Commercialisation	Garry Bernie
Award	International Marketing	Aisling Duhy
Award	Applied Strategic Branding	Shakeel Siddiqui
Award	Dissertation	Various (Andrew Browne as coordinator)

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

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:

1. 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.
2. 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.
3. 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.
4. Demonstrate critical knowledge of marketing technologies and the role they play in marketing strategies.
5. Develop learners' knowledge and ability to apply a methodical research approach to their study.
6. Apply advanced research skills, constructively criticise, draw conclusions, and offer recommendations within the marketing environment.
7. 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 of 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.

For those who cannot complete the full Masters programme, 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

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.

2.4 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.

2.5 Other Relevant Programme Information

Module Level

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 Behaviour 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 capitalize 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 minimize 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 |

Stage label	Module title	ECTS	Sem	Module synopsis
				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 instill a service logic in its students thus preparing them for success in the service economy they graduate into.
Award	Research Methods	5	2	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. |
| Award | Integrated Marketing Communications | 10 | 2 | 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. |
| Award | Design Thinking, Innovation, and Commercialisation | 5 | 2 | 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. *Design-thinking* is a systematic process that can lead to innovation and improved outcomes; *Innovation* is the process to convert invention or idea into a marketable product or service that leads the |

Stage label	Module title	ECTS	Sem	Module synopsis
				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 focused 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. |
| Award | Applied Strategic Branding | 10 | 2 | 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 decisions 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. |
| Award | International Marketing | 5 | 2 | 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 |

Stage label	Module title	ECTS	Sem	Module synopsis
				publishable international marketing case study on an international marketing topic of their choice.
Award	Dissertation /Applied Research Project	25		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.

2.6 Teaching and Learning Strategy for a multi-modal environment

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

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 (Zoom sessions) Here you are online at the same time in a Zoom room or digital communication platform as your lecturer.
Hybrid	Where some of the students are online (Zoom sessions) and some are in the class (In class/onsite) and the lecturer is either in-class or online
Pre-Recorded	Where the lecturer pre-records a session
On Demand	Where the lecturer has prepared teaching content or activities and made it available to you online for you to engage with at your own convenience

Examples of T&L approaches include:

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

Examples of T&L Activities include:

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

Typically, a timetabled class will take place in one mode or another, for example through online, in-class, recorded or hybrid mode. Although the on-demand mode can be used on its own or with any of the other modes.

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into the workshop and then finishing with a tutorial approach.

Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, hybrid or in-class. However, some activities and approaches are better suited to some modes.

You will find the specific details of which mode applies to which module in your online timetable as well as in your Module and Assessment Guides.

Should you have any queries, please do not hesitate to contact your Programme Coordinator or Module Leader.

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 assessment in this programme conforms to the DBS assessment regulations informed by QQI Assessment and Standards, Revised 2022. Special regulations are defined on the course schedule. Where a learner is found to require additional learning supports, Disability and Inclusion Officer will identify appropriate support or liaise with the lecturer in conjunction with the Registrar's Office, if necessary, to agree a suitable equivalent. This will be in accordance with the DBS Assessment Regulations. Please refer to DBS Quality Assurance Handbook (QAH) for further details.

The assessment brief is below and Moodle syncs with the Student Dashboard to provide a calendar of deadlines. 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 Details

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

Stage	Module	ECTS	Assessment
Award	Contemporary Consumer Behaviour	10	Formative: 0% - Class assignments, homework & feedback Summative: 2 CAs = 50% each Individual Research & analysis of a brand competing in a changing market. Group research & analysis of case study in a designated market environment. Reflective section included.
	Sustainable Marketing Practices	5	Group Assessment 100%

Stage	Module	ECTS	Assessment
	Web Marketing Management & Metrics	5	Individual Oral Presentation: 100% Defend in an oral presentation your idea that you developed based on the selected principle of sustainable Development. Demonstrate appropriate ethical judgement and develop an ethical attitude towards people, societies and systems.
	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	CA1 Online Knowledge Check Quizzes & Applied Learning Exercises (20%) CA2 Research Proposal Written (5,000 words) 80%
	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: l Business Project Idea Generation 30% As a group exercise with fellow students, the group has to propose a new product / service 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) 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 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.
	Applied Strategic Branding	10	Formative: 0% Class assignments, homework & feedback Summative: 3 CAs 25%/25%/50% 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% Students will also present key findings from their paper in class for peer learning purposes.

Stage	Module	ECTS	Assessment
	International Marketing	5	Formative: 0% - Class assignments, homework & feedback Summative: 2 CAs – 50% / 50% 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	1) Presentation 10% 2) Dissertation 15,000 word 80% 3) Poster Presentation 10% 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.
	Applied Research Project	25	1) Presentation 10% 2) 10,000-word Project Report 50% 3) Artefact/product demonstration 40% 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.

Assessment Submission

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

- Complete ALL assessment components.
- Submit all assessments on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found here.
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always complete the required number of questions in an exam.
- Practice writing out answers for end-of-term exams by doing previous papers, in particular practicing hand writing or typing answers (as per the exam format) to ensure that you are equipped to set out your answers within the format of the exam.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the Disability Officer well in advance of any assessment or exam dates

3.3 Reassessment

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

3.4 General Submission Requirements

1. All 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 as instructed through Moodle will 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 Useful links and tips

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

. students.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.

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

Section 5 DBS Regulations and Quality Assurance

The previous sections set out the structure and requirements of your programme with regard to modules, content and assessment. It is important that all learners are aware that there are College regulations, frameworks and requirements that all learners must adhere to as part of their study with us. The DBS Quality Assurance Handbook (QAH) sets out all DBS's policies relating to student matters, and this set of policies and procedures has been approved through a process with QQI. The QAH is kept under review and policies may be amended or added to address new and emerging issues.

The Quality Assurance Handbook is on the DBS Student website here and there is a link to it on every Moodle page under **Quicklinks>Academic Policies & Procedures**.

The QAH is divided into sections to signpost you through it and help to identify the areas you may need to access. A list of the sections is given below. The QAH should be your first port of call if you have a question about College regulations, or require assistance with a matter such as an appeal or complaint, for example.

QAH Table of Contents
- A.1 Governance
- A.2 Overarching Policies
- B.1 Learner Admissions
- B.2 Learner Supports
- B.3 Learner Conduct, Appeals and Complaints
- B.4 Programme Participation
- B.5 Assessment Regulations
- B.6 Examination Boards and Award Classifications
- C.1 Learning and Teaching
- C.2 Programme Development and Review
- C.3 Transnational Collaborative and Joint Awards

5.1 Key Assessment Regulations

5.2 Programme Specific Regulations

Research Considerations

It is a requirement of the College that all learners engaging in research within the College sign a declaration to confirm that they have read and understood the *DBS Ethical Guidelines for Research with Human Participants.*

Students or staff working with children must complete Garda Vetting in advance of ethical approval and are advised to conduct the Children's First E-Learning course, an online course provided by Tusla. A copy of the certificate of completion is required for consideration for ethical approval.

Section 6 Supporting Student Success

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

6.1 The Learner Charter

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

Section 7 My Career

7.1 Student Careers

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

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

During your time in DBS, you will:

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

The Careers Hub is based in Aungier Street behind Reception, and the team can be contacted by e-mail.

Section 8 My Student Life

8.1 Peer Mentor Programme

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

8.2 Class Reps

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

8.3 Student Council

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

8.4 Student Entertainment

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

8.5 Social

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

interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

8.6 Societies

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

8.7 IT Helpdesk

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

8.8 DBS Library

Multiple supports can be accessed through the Library and Academic Hub. Multiple support classes are available. To see the range of support classes available, or to book a support class please visit the library page: https://libcal.dbs.ie/calendar?cid=-1&t=g&d=0000-00-00&cal=-1&inc=0

Section 9 My Health and Wellbeing

9.1 Counselling Services

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

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

9.2 Disability and Inclusion

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

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

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

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

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

9.3 Student Well-Being Programme

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

9.4 The Student Engagement and Success Unit

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

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 2023/24. 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!