



# Certificate in Arts

NFQ Level 6, 60 ECTS

## Programme Handbook

2021/2022

## Foreword

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

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. Our campus is in Dublin's city centre and comprises four buildings where nationalities from over ninety-five countries participate in a bustling and thriving student life.

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

This year coming contains many significant challenges for higher education providers due to the COVID-19 pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus, and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

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

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

Good luck on your journey!

*Kerry*

Dr Kerry McCall Magan

Head of Academic Programmes

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## Section 1 Programme Information

### Welcome Message from your Head of Department

Hello and a very warm welcome to Dublin Business School. My name is Michael Kielty, and I am the Head of Department of Arts, Languages & Study Abroad and Subject Leader for your Arts programme.

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

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

I look after the undergraduate programmes which include the Certificate in Arts, BA (Hons) in Film & Creative Media and the postgraduate programmes, including the MA in Creative Media Practice. I work closely with your Programme Coordinator Samantha Hickey 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](https://students.dbs.ie/academic) operations

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

Please do not hesitate to contact me on [michael.kielty@dbs.ie](mailto:michael.kielty@dbs.ie) if you have any questions.  
Best wishes to you all for a great year!

## Michael

**Michael Kielty**

**Head of Department | Department of Arts, Languages & Study Abroad**

## 1.1 Programme Administration

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

- **Head of Department**

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

- **Programme Coordinators**

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

- **Module Leader**

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

## 1.2 Main Points of Contact for the programme

	Name	E-mail
<b>Programme Coordinator</b>	Samantha Hickey	samantha.hickey@dbs.ie
<b>Head of Department</b>	Michael Kielty	michael.kielty@dbs.ie

### 1.3 Programme Team

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

This is an indicative list and is subject to change.

Module Name	Staff/Lecturer(s)
Contemporary Humanities	Michael Kane/Micheal O Fathartaigh/Paul Hollywood
Contemporary Social Sciences	Anna Wolniak, Dylan Colbert, Stephen Henderson
Economics and the World of Business	Maryrose Molloy/Heikki Laiho
Film and Creative Media	Piotr Sadowski/ Stephen Henderson
Academic Skills	Paul Hollywood/Michael Kane
Digital Skills	Mary Nolan
Careers Discovery	Eleanor Molloy/Una Pittion

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

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

## Section 2 Programme Details

### 2.1 Aims of the Programme

The *Certificate in Arts (Level 6, 60 ECTS)* is a one-year full-time, or two-year part-time, programme leading to a QQI Major Award placed at Level 6 on the National Framework of Qualifications (NFQ). It is a multi-purpose award designed to produce graduates who are knowledgeable and academically well-rounded, possessed of a wide range of transferrable skills, and well-qualified and prepared to successfully progress to a range of further academic or work-related challenges. The programme comprises modules in: *Contemporary Humanities; Contemporary Social Sciences; Economics and the World of Business; Film and Creative Media* as well as learning provided in modules on *Academic Skills (10 ECTS)* and *Digital Skills (5 ECTS)*. The *Career Discovery* module provides learners with the beginnings of a platform for educational and career related investigation, job analysis, CV building, interview practice and work experience identification.

This programme is located at Level 6 (60 ECTS) on the National Framework of Qualifications and is an embedded award in the first year of the Higher Certificate in Arts (120 ECTS) award. The *Certificate in Arts (Level 6, 60 ECTS)* equates to the first year of the Higher Certificate in Arts programme.

The specific programme aims of the *Certificate in Arts* are to provide learners with:

1. Access and progression opportunities from and within the programme to programmes in and beyond DBS.
2. Introductory, cross-disciplinary, and interdisciplinary foundations across a range of disciplines.
3. A supportive environment for new entrants to higher education, including personal, social, and academic assistance where necessary.
4. Individual and group support guidance throughout the programme, including advice on careers and academic progression choices.
5. Useful transferable academic and employability skills.

### 2.2 Programme Learning Outcomes

Upon successful completion of the Certificate in Arts programme, learners will be able to:

<b>MIPLO1</b>	Display knowledge of a range of topics, issues and problems drawn from the contemporary cultural, social, and economic world.
<b>MIPLO2</b>	Apply theoretical concepts and approaches introduced on the programme to a range of real-world situations, issues, and challenges.
<b>MIPLO3</b>	Demonstrate familiarity with, and some command of, the specialised languages of academic subjects and disciplines.

<b>MIPLO4</b>	Use a wide range of academic forms and conventions to produce successful assignments.
<b>MIPLO5</b>	Demonstrate the capacity to work effectively within a broad diversity of learning situations and contexts.
<b>MIPLO6</b>	Take responsibility for work outcomes in team environments to ensure both personal and group goals are achieved.
<b>MIPLO7</b>	Reflect on personal learning experiences and future needs, making effective use of feedback, consultation, and collaboration, particularly to redress any problems or shortcomings identified in individual or group work.
<b>MIPLO8</b>	Express a coherent personal perspective on a range of issues and questions encountered on the programme.

### 2.3 Programme Structure

The *Certificate in Arts* programme can be disentangled into three main strands of learning.



## PROGRAMME STRUCTURE

CERTIFICATE IN ARTS		
	Modules	Credits
Level 6	Digital Skills	5 ECTS
	Contemporary Humanities	10 ECTS
	Contemporary Social Sciences	10 ECTS
	Economics and the World of Business	10 ECTS
	Film and Creative Media	10 ECTS
	Academic Skills	10 ECTS
	Careers Discovery	5 ECTS

In the *Academic strand* there are four academic modules each carrying 10 ECTS of learning:

- Contemporary Humanities
- Contemporary Social Sciences
- Economic and the World of Business
- Film and Creative Media

Together these modules provide a broad base of knowledge and considerable academic experience across a spectrum of humanities, arts, and social science. Each individual module provides an introductory learning experience of a set of broadly related subject disciplines organised into topic-based interdisciplinary explorations of themes, issues, and concepts both in and between the disciplines. They develop specialised knowledge of broad academic areas, a familiarity with abstract concepts and their theoretical underpinning, and a range of specialised transferable skills and tools, with particular focus on skills of reading, written expression, oral presentation, group work and analysis. They also allow learners an experience of what it is like to study different disciplines at degree-level and thereby inform future educational and work choices. DBS is fortunate in terms of location, having the resources of a major European capital on its doorstep, and so an additional dimension of these academic modules is that where lecturers seek to use those resources by linking topics and issues explored to places and events in the city of Dublin, thus further enhancing the important interdisciplinary philosophy of the programme.

The *Learning to Learn strand* comprises two modules:

- Academic Skills (10 ECTS)
- Digital Skills (5 ECTS)

Academic Skills focus on primary academic skills and the process of learning to learn. Given the significant skills deficit we frequently encounter in learners on the programme, this module is particularly important: learners are taught and practiced in grammar and syntax, academic writing conventions and styles, basic mathematical skills, presentations, research, and library skills, and facilitated in the development of skills of independent study, time-management, self-reflection, and self-assessment.

The *Career Discovery* module, which provides learners with the beginnings of a platform for educational and career related investigation, job analysis, CV building, interview practice and work experience identification. This takes the DBS policy of preparing graduates for employment and tailors it to the various profiles of Certificate learners.

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

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

Examples of T&L modes include:

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

Examples of T&L approaches include:

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

Examples of T&L Activities include:

Activity	Description
Case Study	Students review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what students are learning about
Group work	Students are divided into groups to work on a particular activity

Peer Review	Students review and comment on other students' work
Peer discussion	Students engage in a discussion about a topic which the lecturer observes and can contribute to
Quizzes	Students work through a series of short questions
Practical Exercises	Students conduct 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 divided into pairs. Individually they conduct 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, a tutorial, a workshop, or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into workshop and then finishing with a tutorial approach.

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

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

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

## Section 3 Assessment

### 3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity. 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 the task you need 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 graded by your lecturer and then reviewed by an internal moderator and an external examiner. This is to ensure fairness, consistency of marking and the correct standard across all assessment. Results are always provisional until approved by the External Examiner and 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 particularly 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.

The assessment overview can be found below. An assessment schedule will be made available on the Certificate in Arts Noticeboard, which will list the due dates for all your assessments due over the academic year. Submission links on Moodle will be set to these dates and Moodle syncs with the student dashboard to provide a calendar of deadlines.

### 3.2 Assessment Schedule

The programme assessment strategy has been designed to ensure practical application of the core principles of the modules combined with appropriate theoretical underpinning and also to facilitate feedback, which consolidates the overall learning experience. At the start of each year, all learners are issued with an assessment schedule detailing all assessment points.

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

Stage	Module	ECTS	Assessment
Award	Digital Skills	5	Continuous Assessment: 100% A portfolio of artefacts produced using digital skills: 100%
Award	Contemporary Humanities	10	Continuous Assessment: 100% Project (literary anthology): 30% Written Assignment: 30% Oral presentation: 30% Participation: 10%
Award	Contemporary Social Sciences	10	Continuous Assessment: 100% Writing task (essay or short questions): 30% In-class activities (incl. debates): 30% Written/oral presentation: 30% Participation: 10%
Award	Economics and the World of Business	10	Continuous Assessment: 100% Business project (sub-divided as below): 90% Three written pieces: 20% each Presentation: 30% Participation: 10%
Award	Film and Creative Media	10	Continuous Assessment: 100% Blog posts: 30% Critical Essay: 30% Self- Reflective Portfolio: 30% Participation: 10%
Award	Academic Skills	10	Continuous Assessment: 100% Group Project and Presentation with self-critique: 25% In-class writing and maths tests: 40% Research Essay: 25% Reflective Diary: 10%
Award	Careers Discovery	5	Continuous assessment: 100% Portfolio of employment related artefacts: 100%

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2013*. Special regulations are defined on the course schedule. Where a learner is found to require additional learning supports, the Learner Support Coordinator 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.

At the beginning of each year, all learners are issued with assessment points based on the following example maps.

Year one - full-time

		SEMESTER ONE											Break	SEMESTER TWO															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
Year	Module																												
1	Academic Skills						Project Presentation	Self reflection exercise															Research essay	Diary					
1	Careers Discovery																									Portfolio			
1	Contemporary Humanities							Project															Written piece		Presentation				
1	Contemporary Social Sciences						Written task															Debate		Presentation					
1	Economics and the World of Business						Business project component															Law project component		Economics project component		Project presentation			
1	Film and Creative Media									In-class activity															Presentation		Writing task		
1	Digital Skills																									Digital skills assignment			

### Assessment Submission

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

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

### 3.3 Reassessment

Reassessment 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. The scope of group assessments will be 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 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 not be granted, other than in exceptional circumstances:
    - To apply for an extension please go to <https://students.dbs.ie/registrar-office/dbs-faq> and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Programme Coordinator;
    - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to your Programme Coordinator
  5. Students are required to retain a copy of each assignment submitted.
  6. Dublin Business School penalises students who engage in Academic Impropriety (i.e., plagiarism, collusion, copying, essay mills, etc.):
    - Refer to the [QAH Part B Section 3.3](#) for further information on Academic Impropriety and the potential penalties;
    - Refer to the [Library](#) for information on correct referencing, and support classes.

### 3.5 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland). They are responsible for validating all third level programmes in Ireland. The programme is positioned at Level 6 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland.

### 3.6 Useful links and tips

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

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

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

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

## Section 4 Academic Calendar

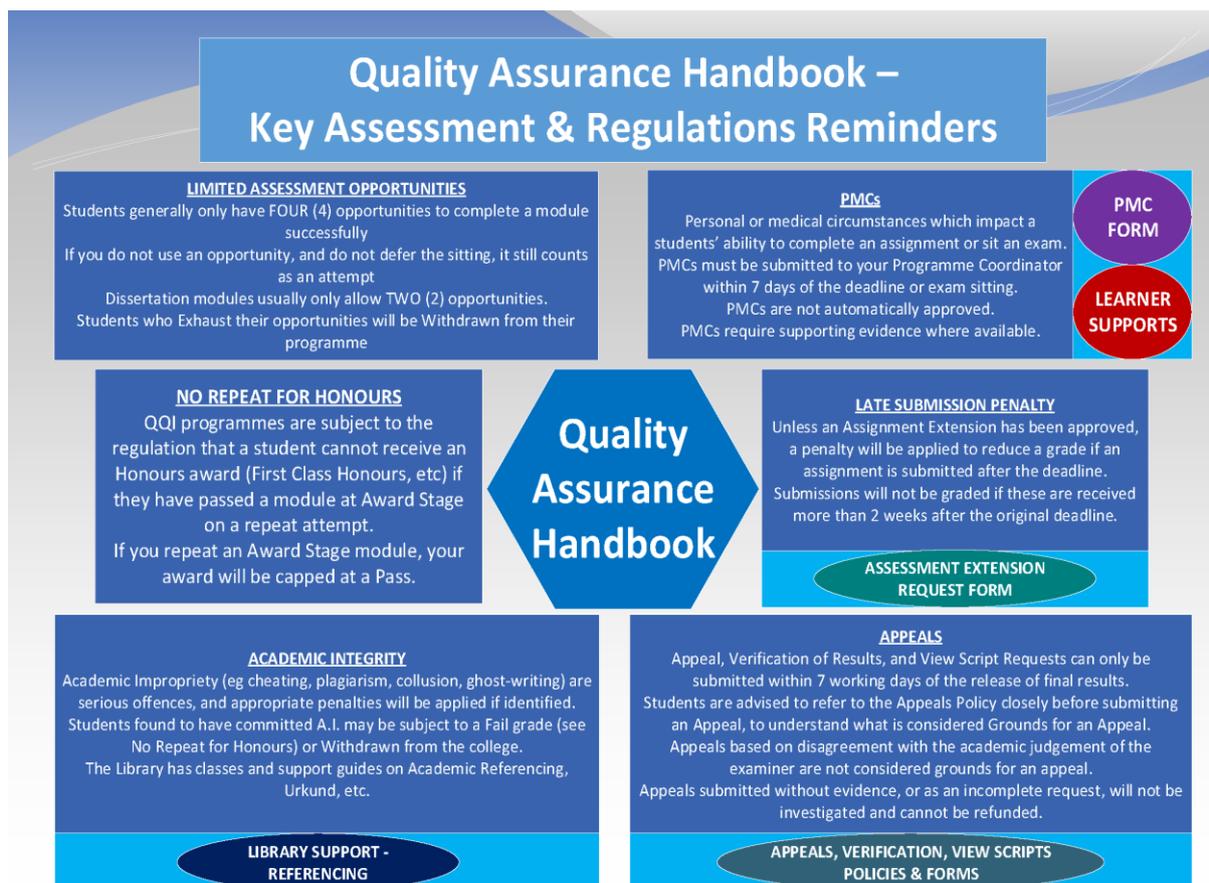
The academic calendars can be found on the DBS website:  
<https://students.dbs.ie/academicoperations/academic-calendars>

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

## Section 5 Quality Assurance Handbook

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

### 5.1 Key Assessment Regulations



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

**LIMITED ASSESSMENT OPPORTUNITIES**  
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**  
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**

**NO REPEAT FOR HONOURS**  
QQJ programmes are subject to the regulation that a student cannot receive an Honours award (First Class Honours, etc) if they have passed a module at Award Stage on a repeat attempt.  
If you repeat an Award Stage module, your award will be capped at a Pass.

**Quality Assurance Handbook**

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

**ASSESSMENT EXTENSION REQUEST FORM**

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

**LIBRARY SUPPORT - REFERENCING**

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

**APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS**

## Section 6 Conclusion

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

Enjoy your time at DBS!