



## **Master of Science in Marketing (NFQ Level 9, 90 ECTS)**

Postgraduate Diploma in Science in Marketing  
(exit award only, NFQ Level 9, 60 ECTS)

**Programme Handbook**

**2025/26**

## 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!

*Lori*

Lori Johnston

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 Tanya Zubrzycki, 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 institution, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study marketing will enhance your personal, academic, and professional development.

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

I work closely with your Programme Coordinator and your lecturers. Some examples of areas that I can assist with include:

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

Your student portal is also a one stop shop for accessing your email, timetables and more. I would like to note the DBS email assigned to you. It is important that you correspond with DBS staff using this email only. We will send a number of important communications to this email during your studies. This information and more, is available in your Student Handbook, which can be accessed via [students.dbs.ie/academic operations](https://students.dbs.ie/academic%20operations)

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!

*Tanya*

**Tanya Zubrzycki**  
**Academic Director - Business, Law, and Marketing**

## 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 Academic Director or Programme Coordinator. If they cannot tackle the question or problem themselves, they can help you identify the person who can, and they will refer you on to them. Below is 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 for working with the Academic Director across all elements of programme development and delivery. They are responsible for overseeing programme team meetings. They work to ensure all programmes developed and run are of a high academic standard.

- **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.

## 1.2 Main Points of Contact for the Programme

Title	Name	E-mail
Programme Level Manager	Brenda Muldowney	<a href="mailto:brenda.muldowney@dbs.ie">brenda.muldowney@dbs.ie</a>
Programme Coordinator	Sen George	<a href="https://students.dbs.ie/dashboard/sccm">students.dbs.ie/dashboard/sccm</a>

In DBS, email addresses for lecturing staff are as follows: [firstname.lastname@dbs.ie](mailto: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](#). The [DBS website](#) will contain more information on these and other great DBS services and supports. Students can contact us through [students.dbs.ie/dashboard/sccm](https://students.dbs.ie/dashboard/sccm) where they will be met with the Student Help Form. This creates a request or ticket which is monitored by the teams.*

### 1.3 Programme Structure

<b>Module No.</b>	<b>Module Title</b>
1.	Consumer Behaviour Trends
2.	Sustainable Marketing Practices
3.	Web Marketing Management and Metrics
4.	Global Marketing
5.	Strategic Brand Management
6.	Finance for Marketers
7.	Integrated Marketing Communications
8.	Conducting Research for Marketing
9.	Dissertation
10.	Placement

## 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 providing them with a detailed understanding of the contemporary issues taking hold in the marketplace. 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 which form 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. Strategic Brand Management, Integrated Marketing Communications, Consumer Behaviour Trends address core elements of the marketing function. The focus on Consumer Behaviour Trends, the updating of the Sustainable Marketing Practices module and the enhancement of the Global Marketing module reflect the vital need to address key developments associated with key drivers in the business world today. The introduction of the Finance for Marketers module is a key component of the proposed changes to the programme. A general shortfall in the recognition of finance as a central component of the marketing function in many Level 9 Marketing programmes is being addressed here.

The specific programme objectives are to:

- Provide an academically rigorous framework through which students can develop a critical awareness of current problems and/or new insights in the marketing function so as to further develop and expand their knowledge of the science of marketing.
- Develop a systematic detailed knowledge, experience and understanding of marketing concepts and theories and encourage critical thinking and analysis as they apply in organisations today.
- Develop critical knowledge of marketing technologies and the role they play in marketing strategies.
- Develop critical knowledge of the relationship between finance and marketing and the impact of this ongoing relationship on the functioning of an organisation.
- Develop learners' knowledge and ability to apply a methodical research approach to their study.
- Apply advanced research skills, constructively criticise, draw conclusions and offer recommendations within the marketing environment.
- Develop 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

On successful completion of the Master of Science in Marketing programme, graduates will be able to:

MIPLOs	Learning Outcomes
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 Financial Management tools which apply to Marketing Practice and how they can be used by Marketing Professionals.
MIPLO6	Analyse the complex and changing nature of today's global customer.
MIPLO7	Exhibit a sustainable, marketing-orientated and ethical approach to the strategic problem-solving process in both a team and individual context.
MIPLO8	Critically evaluate current marketing practices and critically apply innovative thinking to the challenging and ever-changing environment.
MIPLO9	Critically evaluate the role of digital marketing technologies in the development of appropriate marketing strategies in the digital era.
MIPLO10	Develop appropriate marketing strategies to enhance customer satisfaction.
<b>MIPLO 11a</b>	<i>[For learners selecting the Dissertation elective Capstone]</i> Develop research philosophies, research design and data collection techniques and to assemble quantitative and qualitative data for applied research. Create, construct and present a viable marketing applied research project
<b>MIPLO 11b</b>	<i>[For learners selecting the Placement elective Capstone]</i> Utilise the theoretical underpinnings of marketing concepts in a professional setting and evaluate this application in an applied report.

Graduates of the embedded Postgraduate Diploma in Science in Marketing will share MIPLOs 1-9.

**Principal Programme: Master of Science in Marketing**

Module No.	Stage label	Module Title	Module Synopsis
1	Award	Consumer Behaviour Trends	The Consumer Behaviour Trends module provides learners with a robust analysis of the key individual and group orientated factors that drive consumption. Learners will dissect, analyse and debate theoretical perspectives and apply them to real world contemporary examples. The module specifically aims to integrate the main changes in consumption and ties together emerging trends in buyer behaviour, neuromarketing and traditional marketing with existing traditional perspectives. Classes are designed to be interactive with a strong emphasis placed on application.
2	Award	Sustainable Marketing Practices	Marketing has been transformed by the changing relative power of various stakeholders (including the customer) and the ever-increasing need to address sustainable issues for the future of our planet. This growing trend has brought about a new consciousness for all and affected consumers' values. This module aims to redefine marketing by requiring learners to participate and actively affirm their contributions to a more sustainable global society. Learners are asked to innovate a new sustainable offering or redesign an existing offering to recommend a sustainable marketing plan using digital technologies. In this module learners will be introduced to a body of knowledge related to sustainable marketing practices that they will apply to their individual projects.
3	Award	Web Marketing Management and Metrics	This module will offer the learner both the theory and practice of planning, managing, and measuring a web based digital marketing project. Planning elements including campaign scoping, deliverables, budgeting and performance reviews will be central to any digital campaign. Consumer engagement and insight into online behaviours are key to appreciation of the new landscape. Understanding the costs, rewards and risks associated with

Module No.	Stage label	Module Title	Module Synopsis
			developing any interactive digital media campaign will also be outlined.
4	Award	Global Marketing	<p>This module aims to bring the learner through the systematic design and analysis of international marketing strategies in the current competitive global marketplace.</p> <p>World trade has seen the greatest disruption since WWII. Covid 19 and international shortages, the rise of political nationalism, Russia's invasion of Ukraine leading to economic disruption for Western multinationals and trade sanctions targeting Russia have dramatically impacted the World and global trade. Climate change is also radically altering perceptions around how the Business World will adapt and evolve. This module aims to address the complex and inter-related impacts on the marketing professional in a global context</p> <p>Learners will gain insights into international theories, concepts, and ideas as they relate to global marketing issues. Learners will be requested to discuss a series of case studies each week in various industries across the globe, as well as write a publishable international marketing case study on an international marketing topic of their choice from the module syllabus.</p>
5	Award	Strategic Brand Management	<p>This module is aimed at providing learners with a view to entering the marketing world with insight and expertise in the area of brand management. This module is designed to initiate the learners to the Brand Manager's mindset, allowing them to see and think strategically and aim for longer lasting marketing actions, ensuring the stability and longevity of the brand. They will be exposed to the challenges and opportunities of managing a brand in the digital spaces, and encouraged to hone their analytical and creative abilities to design and develop effective master brand management actions and strategies.</p>
6	Award	Finance for Marketers	<p>In this module, learners will develop a comprehensive understanding of the importance of finance in the marketing function of a business. Learners will gain an in-depth understanding of the process involved in preparing a marketing budget with particular emphasis on the different approaches to budget preparation. They will also understand how to create a marketing budget with the</p>

Module No.	Stage label	Module Title	Module Synopsis
			Board of Directors/Chief Financial Officer in mind and to appraise and defend the budget proposal. Learners will be introduced to the financial methods required for ongoing management and review of the marketing budget along with techniques to assess the return on investment.
7	Award	Integrated Marketing Communications	This module will provide learners with a comprehensive overview of contemporary integrated marketing communication in a digital age. It undertakes an examination of the behavioural foundations underpinning marketing communication and promotion management, so as to facilitate an understanding of the planning, development and evaluation of marketing communications campaigns. Underpinned by principles of marketing and consumer behaviour theory, 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. The strengths and weaknesses of marketing communications channels will be analysed as well as their suitability and effectiveness. The module systematically evaluates the principles, methods and strategies of marketing communications. The role of message content, format and source will be discussed as well as psychological processes involved in consumers' processing of and response to advertising, so as to be able to apply theoretical knowledge to the reality of developing a campaign and fulfilling a creative brief.
8	Award	Conducting Research for Marketing	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. Learners will critically evaluate previous research studies relevant for marketing with a view to carry out a literature review, and develop a scientifically and ethically appropriate
9	Award	Dissertation	The aim of this module is to enable the learner to undertake a traditional, written, research-focused dissertation, applying key academic and methodological concepts and techniques with significant implications to a chosen organisation and/or industry. Learners will consolidate their knowledge, synthesise their learning, and

Module No.	Stage label	Module Title	Module Synopsis
			develop their critical capacities, applying key academic concepts, methods, and tools to investigate, research and critically evaluate a research question or hypothesis. Learners will be required to demonstrate an appropriate mix of quantitative as well as qualitative analysis in their dissertation. Under the guidance of their supervisor, learners will develop a 15-20,000-word traditional written thesis in sequenced chapters. Learners will also be expected to present and defend their work.
10	Award	Placement	This module aims to enable learners to consolidate their knowledge and skills in the completion of an industry research report which synthesises their learning through a placement of their choice. This research-focused piece of work takes the form of a written placement project which will apply key academic and methodological concepts and techniques to an applied industry-focused research problem or issue and the completion of a reflective performance review report. Under the guidance of their supervisor and line manager, learners will gain a deeper understanding of the application of research methods through applying these skills in a research-focused capstone work in their field. This module facilitates an academic perspective to an industry ready solution in a problem-based immersive scenario that can be shared with current or prospective employers. Learners will develop a 10,000 word placement project report. Learners will also be expected to submit a placement performance review consisting of a reflective journal and a report from their line manager.

The Master of Science in Marketing is a 1 year full-time/ 18-month part-time programme consisting of eight taught modules, four 10 ECTS modules, four 5 ECTS modules, and a 30 ECTS elective Capstone (Dissertation **or** Placement). For learners who cannot continue, for personal or professional reasons, to the Capstone component of this programme, there is an embedded exit award titled, *Postgraduate Diploma in Science in Marketing (Level 9, 60 ECTS)*.

#### **Postgraduate Diploma in Science in Marketing (Level 9, 60 ECTS, exit award only)**

The Postgraduate Diploma in Science in Marketing is an embedded exit award in the Master of Science in Marketing. The Postgraduate Diploma is **not** offered as a separate award. The programme shares the 60 ECTS taught components of the Masters programme.

The Postgraduate Diploma can be completed in one academic year by full-time learners and eighteen months by part-time learners. The overall aim of the programme is to provide graduates with the opportunity to attain a Level 9 award if they cannot complete the Capstone component of this programme for personal or professional reasons. Therefore, the Postgraduate Diploma in Science award (60 ECTS, NFQ Level 9) is offered only as an exit award from the Masters programme.

Upon successful completion of the taught modules of the Masters programme, those who exit with the Postgraduate Diploma award will share the same Programme Learning Outcomes 1-9 as the Masters programme graduates, as set out in the table above.

### **2.3 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.

While the majority of the modules on this programme will be live, in-class delivery, multimodal delivery has been incorporated across several modules to utilise live online, pre-recorded and on-demand resources.

This section covers all teaching and learning relating to the multimodal delivery and is an opportunity to discuss the proposed teaching activities and modes of delivery that you can expect on this blended programme.

An overview of terms:

#### **In class/ onsite**

This mode is when you are on site on DBS campus. This mode is on your timetable and you are expected to be at a certain place at a certain time to engage with guided learning.

#### **Live Online/ Synchronous (Zoom) sessions**

Here you are online at the same time in a Zoom room or digital communication platform as your lecturer. These sessions are typically more interactive and used for engagement such as workshops and facilitated discussions on topics. The synchronous live online environment also facilitates screen share, breakout rooms, collective access to a whiteboard and chat. Synchronous live online sessions are, where possible recorded, thereby providing the opportunity for you to reflect on the learning experience. This mode is on your timetable as they are expected to be at a certain place at a certain time to engage with guided learning.

#### **OnDemand / Asynchronous content**

Asynchronous, also called OnDemand, is instructionally designed learning content that you access online and work through at your own pace. This content is not on your timetable. However, on demand content is often connected to live sessions. Some live sessions are independent of OnDemand content but some will be dependent upon you having been through the OnDemand content.

#### **Supported by VLE: Moodle**

The virtual learning environment (VLE) for programmes in Dublin Business School is Moodle. All learning activity is directed through each module page on Moodle, which functions as a learning path, with

activities and resources categorised by topic. Instructionally designed on demand units of content are complemented by Moodle learning activities, such as Discussion Forums, Chat, Quizzes, and plugged in LTIs, as well as additional directed e-learning resources, such as links to videos, readings, images and podcasts. Access to synchronous online tutorials, lectures and workshops, and recordings of these sessions, are also made available to learners via links on Moodle.

The **blended multi-modal environment** allows for the most appropriate mode of delivery to be applied to different parts of the syllabus. Typically, the more theoretical content would be delivered through the OnDemand mode, with the discursive aspects of the syllabus more inclined to be delivered in the synchronous live online mode. Although, such discursive topics can also be considered in an in-class setting. The more practical and assessment driven parts of the syllabus can also be reserved for the in-class time. All in class and live online learning will be recorded and the resources made available to you through Moodle.

Assessments are also set and submitted on Moodle. The Announcements feature on Moodle is the primary method of lecturer-to-learner broadcast communication in between live classes. All announcements on Moodle are automatically directed to the student's email. This will require an appropriate computer work area with internet access.

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.

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.

Examples of T&L approaches include:

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

Examples of T&L Activities include:

<b>Activity</b>	<b>Description</b>
Case Study	Learners review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what learners are learning about
Group work	Learners are divided into groups to work on a particular activity
Peer Review	Learners review and comment on other learners' work
Peer discussion	Learners engage in a discussion about a topic which the lecturer observes and can contribute to
Quizzes	Learners work through a series of short questions
Practical Exercises	Learners carry out an individual task during the class
Peer Presentations	Learners present either individually or as a group to their fellow learners
Controlled Debate	Learners are divided into groups and argue the merits of a specific stance on a topic usually determined by the lecturer

Reading	Learners engage in a reading activity and either write or report back on what they have read
Watching Videos	Learners analyse videos and have peer discussions on what they have seen
Peer Pairing	Learners are split into pairs. Individually they carry out a task and then swap their work for the other learner to review.
Role Play	Learners 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.

## 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?

Multi-modal 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 for a five credit module, while a ten credit module typically consists of 4 hours per week for full-time delivery and 3 hours per week for the part-time delivery.

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 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.

### 3.1 Assessment Brief

#### Master of Science in Marketing

Module Name	ECTS	Continuous Assessment	Feedback	CA %
Consumer Behaviour Trends	10	CA1: Individual report. 3000 words. 50% CA2: Group report. 3000 words. 50%	Oral & Written	100%
Sustainable Marketing Practices	10	CA1: Individual Sustainable Proposal. Presentation. 20% CA2: Group Sustainable Plan. Presentation. 80%	Oral & Written	100%
Web Marketing Management and Metrics	5	CA1: Strategy Report. 3000 words. 80% CA2: Individual Presentation. 20%	Oral & Written	100%
Global Marketing	5	Individual Written presentation of a publishable international Marketing case study. 100%	Oral & Written	100%
Strategic Brand Management	5	CA1: Group Presentation. 50% CA2: Written Presentation of Selected Case Study. 50%	Oral & Written	100%
Finance for Marketers	5	CA1: Group Report. 50% CA2: Individual Report and Presentation. 50%	Oral & Written	100%
Integrated Marketing Communications	10	CA1: Group Written Report. 35% CA2: Group Campaign Presentation. 15% CA3: Individual Critical Analysis Report. 50%	Oral & Written	100%
Conducting Research for Marketing	10	CA1: Applied Learning Scenarios Test. 40% CA2: Research Proposal and Presentation. 60%.	Oral & Written	100%
Dissertation	30	CA1: First meeting presentation. 10% CA2: Dissertation. 15-20,000 words. 80% CA3: Poster. 10%	Oral & Written	100%
Placement	30	CA1: Placement Project Report. 8-10,000 words. 70% CA2: Placement Performance Review (portfolio). 30%	Oral & Written	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 support, the Equality & Diversity Officer Joanne O'Donnell 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 points by Semester

Recognising the importance of student workload, assignments are spread over the programme. Assessments are scheduled to cater for intervals of non-assessment and the potential for extensions,

which can arise throughout the academic year. Feedback will be delivered in a timely manner as directed by QAH policies. This will allow for periods of reflection by the students on the feedback between assignments.

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 [Equality and Diversity 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 assignments must be submitted no later than the stated deadline (date and time).
2. Assignments submitted after the latest deadline specified (including any approved extension deadline) are considered late and penalised according to the [Quality Assurance Handbook \(QAH\) Part B Section 5.2.2.6](#) as follows:
  - A penalty of 2 marks will be applied per day or part thereof (including weekends and public holidays) for an ongoing failure to submit beyond the submission deadline.
  - An examiner has the right to refuse to mark the assignment if the submission instructions have not been observed.
  - Where a late assessment is submitted within 14 days of the deadline, and is of a passing standard, the late penalty is capped (such that the minimum grade that can be awarded is 40% for the late submission).
  - Where a late assessment is submitted more than 14 days after the deadline, it will receive 0%. The lecturer may, at their discretion, review the submission for feedback.
  - Where the assessment is undertaken in a group, the piece of work should be submitted in its complete entirety, and any penalty for late submission incurred applies to all group members.
3. 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/dashboard/SCCM> and open a ticket.
4. All relevant provisions of the Assessment Regulations must be complied with (see [QAH B.5](#)).

- Students are required to refer to the assessment regulations in their Programme Handbook, and on the [Student Website](#).
  - Dublin Business School penalises students who engage in academic impropriety (i.e. plagiarism, collusion and/or copying, ghost writing/ essay mills, improper use of Generative Artificial Intelligence software).
    1. Refer to the College's [Generative AI Guidelines HERE](#) for further information.
  - Guides on referencing are available on the Library website: <https://libguides.dbs.ie/referencing>
  - Text-matching analysis software is integrated in Moodle to generate a report regarding the degree of text-matching in a submission.
5. Students are required to retain a copy of each assignment submitted, until the issuing of a transcript indicating the mark awarded and the closure of the Appeal period (2 weeks following the release of final results).
- Results can only be appealed following the release of final results, and the Appeal form must be submitted to the Exams Office within the Appeal period.
  - An appeal must be based on valid grounds (see the Appeals Policy QAH B.3.5), dissatisfaction with a grade is not sufficient grounds for an appeal.
  - Assignments must be appropriately packaged and presented.
  - All assignments should be submitted to your subject/course page on Moodle by the deadline date.
  - Where a submission involves digital media (i.e formats other than Word, Powerpoint or PDF), it is the submitting students' responsibility to ensure the media is appropriately labelled, fully working and they must retain a copy.
  - Components of an assessment which are not included in the final submission cannot normally be subsequently accepted for grading. It is the student's responsibility to ensure their file is uploaded correctly.
  - Include an electronic **cover sheet** with the following details to the front of the assignment (see below)
6. Assignments that *breach* the word count requirements will be penalised. *There is a 10% discretion, either way, applicable in terms of word count.*
7. When you submit your assignment you will be asked to click on a button which will declare the following:

*By ticking this box I am confirming that this assignment/exam is all my own work. Any sources used have been referenced.*

*I have read the College rules regarding plagiarism in the QAH Part B Section 3 and understand that penalties will be applied accordingly if work is found not to be my own. All work uploaded is submitted via Ouriginal, whereby a text-matching report will show any similarities with other texts.*

### 3.5 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 9 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland.

### 3.6 Useful links and tips

Door codes for Bow Lane are available at Reception desks.

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

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

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

## 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

### 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 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](#)

## 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 2025/26. 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!