



# Bachelor of Arts (Hons) in Marketing

Level 8, 180 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 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 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 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.

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.

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 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 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.
- **Programme Coordinator**  
The Programme Coordinator provides administrative support on programmes and ensures 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 queries should first be directed to [academicoperations@dbs.ie](mailto:academicoperations@dbs.ie) who will forward the query to the appropriate programme coordinator.

## 1.2 Main Points of Contact for the programme

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

## 1.3 Programme Team

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.*

## Section 2 Programme Details

### 2.1 Aims of the Programme

This programme focuses on core areas of marketing such as communications, planning, management, consumer behaviour, services marketing, marketing research, strategic marketing and digital marketing and events marketing. It aims to develop learners' knowledge of the theory, as well as practice of marketing, necessary for them to secure employment and perform in the areas of marketing in a broad range of employment environments. While learners cover problems applicable to a broad range of commercial, industrial and public sector environments, the focus is also gaining clear knowledge of the practical aspects of marketing in a digital age and the competencies in implementing, executing, evaluating and interpreting models in a complex business environment.

The concept of understanding how to understand the consumer, research markets, develop a plan and ultimately deliver and manage that plan to achieve organisational objectives is a critical pathway for this programme. The programme also challenges the learner to investigate, interpret and react to online and digital activity with a view to optimising this activity in order to maximise the consumer decision-making process. Through formative and summative assessments, learners will have the opportunity to develop skills such as communication, research and presentation skills. This assists learners with their personal and professional development enhancing their employability and future career prospects. In year one and year two, the learner will address and complete assessment tasks which feed into their overall learning, giving them skills in research, literature reviewing, academic writing and presentation which are synthesised in learners' third year capstone project.

An overarching aim of the BA (Hons) in Marketing is to provide learners with a focused, functional and particular understanding of how organisations can utilise and optimise their approach to marketing and leverage this knowledge as part of the overall strategic goals of the organisation.

The aims of the Bachelor of Arts (Hons) in Marketing are as follows:

1. Provide learners with knowledge and understanding of the fundamental theories and concepts and methods of business.
2. Develop an in-depth knowledge and understanding of the theory, principles and methods that underpin the practice of marketing.
3. Analyse problems and formulate practical solutions to a variety of marketing problems at both a strategic and tactical level, as well as the ability to critically evaluate the approach and techniques used.
4. Develop a range of key interpersonal skills, characteristics and attitudes to enable learners to work professionally both individually and part of teams
5. Cultivate key personal attributes, self-awareness and confidence to foster lifelong learning and to support progression in a career and/or further academic study.
6. Develop the skills of creativity and innovation and learn to think entrepreneurially in a marketing environment.
7. Ensure graduates are equipped with relevant, up-to-date knowledge and skills appropriate to the field of digital marketing.

## 2.2 Programme Learning Outcomes

The BA (Hons) in Marketing programme is intended to provide the essential knowledge and understanding, the skills and the experience that graduates require in order to operate effectively and successfully in a marketing role within a business environment. Core areas of the programme focus on the marketing function, the understanding of economics, management and operations, as well as the wider external context, including both legal and ethical issues. Modules also provide knowledge relating to digital marketing, marketing communications, service marketing, consumer behaviour and marketing strategy.

On successful completion of the parent programme on the Bachelor of Arts (Honours) in Marketing and associated streams graduates will be able to:

| <b>2.4 Minimum Intended Programme Learning Outcomes (MIPLOs)</b> |   |
|--|---|
| <b>Principal programme:</b>                                      |   |
| <b>MIPLO1</b>  | Demonstrate knowledge of marketing theory, concepts and emerging models in a variety of business, economic and organisational settings together with the ability to connect between operational, tactical and strategic marketing insights across varied sectors.                                   |
| <b>MIPLO2</b>  | Illustrate a deep understanding of the relationship between marketing research, communications, technology, management, and strategy to the overall marketing function in a changing business environment.  |
| <b>MIPLO3</b>  | Develop techniques of planning and managing the marketing function in an increasingly digital environment, controlling marketing operations, brand development and brand management coupled with skill in planning and managing sales activities through personal and organisational effectiveness. |
| <b>MIPLO4</b>  | Evaluate marketing theories across a broad range of business and economic environments in a variety of marketing contexts with an understanding of the sales/marketing connection.  |
| <b>MIPLO5</b>  | Evidence the ability to undertake marketing and sales in a socially responsible manner, conscious of the effects of marketing on consumer well-being and the environment, together with the drive to balance this thinking with business growth and profitability.                                  |
| <b>MIPLO6</b>  | Evaluate target market opportunities through market research, analysis and employ empirical data effectively to aid marketing decision-making.  |
| <b>MIPLO7</b>  | Develop an understanding of the relationship between marketing and the law and question the implications of the legal framework for marketers, which impacts upon the business organisation, the consumer and society.  |

|                |   |
|----------------|---|
| <b>MIPLO 8</b> | Recognise the central relationship between the marketing function and the financial implications of marketing decisions by understanding the key role of budgeting and financial reporting within the business environment.   |
| <b>MIPLO9</b>  | Develop the ability to contribute positively both autonomously and as a member of a team and to be able to exemplify professional problem-solving processes and be open to change and engagement with new developments and practices in marketing and related fields. |

On successful completion of the **Bachelor of Arts (Honours) in Marketing (Digital Marketing stream)**, graduates will also be able to:

|                      |   |
|----------------------|---|
| <b>MIPLO1-MIPLO9</b> | As above.   |
| <b>MIPLO10</b>       | Demonstrate and apply knowledge of theory, concepts and emerging models in digital marketing.   |
| <b>MIPLO11</b>       | Evaluate the roles and integrative nature of digital planning, tools and concepts within the wider strategic marketing context and apply innovative digital solutions as appropriate. |

On successful completion of the **Bachelor of Arts (Honours) in Marketing (Events Management stream)**, graduates will also be able to:

|                      |   |
|----------------------|---|
| <b>MIPLO1-MIPLO9</b> | As above.   |
| <b>MIPLO12</b>       | Appraise how events technologies are evolving and the implications for marketers and business.                                  |
| <b>MIPLO13</b>       | Demonstrate an understanding of events operations and planning management and be able to apply this knowledge within the field. |

### 2.3 Programme Structure

| Stage label | Stage synopsis   |
|-------------|--|
|             | Marketing has taken its place as a prerequisite for success in businesses today, from start-ups, small business enterprises, to the world's most established organisations and enterprises. The pace of change in marketing is dynamic and the evolution of the industry has proven to be very rapid. This programme equips the learner with the |

| Stage label | Stage synopsis  |
|-------------|---|
|             | <p>essential principles and practices of marketing in today's digital economy while ensuring that learners have an excellent understanding of the fundamentals of marketing situated within a business context. The ongoing focus on digital technologies means that the range of marketing communications' tools and media is increasing, and learners need to know how to adapt their marketing strategies to facilitate these new developments and technologies.</p> <p>Learners are facilitated in exploring new ideas, approaches and technologies at all stages of the programme. In this way, the programme remains relevant to industry trends and best practice. Learners will be exposed to both the theoretical concepts and models of marketing and the opportunity to apply this knowledge to case studies, discussion groups and assignments.</p> |
| 1           | <p>The first-year modules are based on introducing the learners to fundamental concepts in marketing, business, economics, business maths and an intro into the world of digital content creation.</p>  |
| 2           | <p>At stage two of the programme learners begin to focus more on the core marketing subjects of marketing communications, selling and sales, marketing management and advanced economics.</p> <p>It is in year two that the learners can pick elective modules - there are a choice of four digital marketing modules and two event marketing modules to choose from.</p>   |
| Award       | <p>The stage three modules deal with complex marketing issues in consumer behaviour, strategic marketing, marketing research and this final year introduces the learners to their capstone project. The role of creativity, innovation and entrepreneurship is also brought into the programme as an elective in third year to give learners the required skills to adapt to the marketing environment.</p> <p>There are six electives to choose from in this final award year, four digital marketing and two events marketing modules. On completion of the programme the learner will be equipped with the skills needed to work in the current marketing environment in a range of possible positions.</p>  |

### Rules for electives

As noted above, this programme offers a number of electives though there are no electives in stage one.

There are four electives in stage two and four in the final award year.

These modules are broken down between digital marketing and event marketing modules. All elective modules are 10 ECTS modules.

Learners have the opportunity to choose two 10 ECTS modules in stage two and in the final award year.

The elective modules are as follows:

a) **Digital Marketing Stream**

- Level 7:
  - i. Web Marketing Design and Development (10 ECTS)
  - ii. Social Media Marketing and Analytics (10 ECTS)
- Level 8:
  - i. Marketing for E-Commerce (10 ECTS)
  - ii. Emerging Technologies in Marketing (10 ECTS)

b) **Events Management Stream**

- Level 7:
  - i. Events Planning and operations (10 ECTS)
  - ii. Sustainable Events Management (10 ECTS)
- Level 8:
  - i. Festivals & Outdoor Events (10 ECTS)
  - ii. Event Technologies (10 ECTS)

- c) **General Stream - General Marketing Stream** - Learners choose one module from each stream above (Digital Marketing Stream and Events Management Stream) at both Levels 7 and Level 8

***The availability of elective modules each year may be subject to uptake – if an elective module does not enrol sufficient numbers, learners will be counselled towards alternative pathways on the programme.***

## 2.4 Other Relevant Programme Information

| Stage 1 |      |  |  |
|---------|------|--|--|
| Number  | ECTS | Module Title                             | Module synopsis and contribution to programme overall  |
| 1       | 10   | <b>Maths and Statistics for Business</b> | This module introduces the learner to concepts and techniques within mathematics and statistics that are relevant in the modern business environment. Learners will study different data collection methods and sampling techniques, along with appropriate methods for summarising and presenting data. Learners will apply various theories and concepts of research techniques and demonstrate how mathematical models can be applied to research activities. The module will enable learners to cultivate an approach and methodology for solving contemporary business problems using appropriate mathematical and statistical tools.   |
| 2       | 10   | <b>Business Context and Organisation</b> | Business Context and Organisation is an introductory business module for students in Year 1, Level 6, of a level 8 honours degree. It introduces students to analysis and understanding of the external Business Environment/Business Context in which businesses need to operate and survive, and helps them to understand the impact of external environmental factors on the organisation's strategy and success. It introduces the Internal business environment and its impact, and seeks to familiarise students with core business functions, Operations, Finance and Human Resources Management, (Marketing being covered in a different module). With the functions the module aims to examine the contribution of, and the concerns of, the various functional areas and sample out some practical skills. This module seeks also to introduce concepts of organisational change, ethics, ESG and entrepreneurship. It provides a thorough underpinning foundation for subsequent business/management modules. |
| 3       | 10   | <b>Marketing Essentials</b>              | This module introduces the learner to marketing concepts and theories whose key objective is to provide a comprehensive foundation within the marketing subject area. Lectures will be the primary method of delivery. These are supported by tutorials to facilitate further discussion of material and guidance for self-directed learning. Guest lecturers will be invited to offer seminars to develop the learners understanding of current practices in marketing led organisations. An array of level appropriate case studies, docu-series, and e-clips will be shown to learners to demonstrate various marketing scenarios across domestic, international SMEs and large Brands. An intranet site exists for the module where supplementary material and appropriate relevant links will be available. Classes are designed to be interactive with a strong emphasis placed on application.  |
| 4       | 10   | <b>IT Essentials</b>                     | This module enables learners to focus on the essential concepts of computing and related technologies. Learners focus upon the fundamental issues surrounding the world of computing through a balance between theory and applied learning. Learners will build practical skills in databases, spreadsheets and web technologies. Learners will also contextualise the role that computer technologies have played in facilitating the evolution and development of business systems, and the legal and ethical issues that have emerged through this process.   |
| 5       | 10   | <b>Economic Perspectives</b>             | This module provides an introduction to fundamental concepts that are essential to understanding the complexities faced by businesses in the modern world. It  |

|                |             |   |  |
|----------------|-------------|---|--|
|                |             |   | familiarises the learners with economic and legal concepts and principles relevant to the development of a business. This module provides learners with the knowledge, skills, and competencies to understand the business world and to discover the areas in which they want to develop personally. In addition, the module prepares the learners for the modern workplace.   |
| 6              | 5           | <b>Foundational Academic Skills</b>     | This module is intended to provide a transition to third-level education. It builds on learners' previous formal and informal learning and learning environments to stimulate reflection, curiosity and interest in the discipline and the enjoyment of learning. It will equip learners with the practical study skills and strategies to adapt and thrive as individuals, and in teams in a third-level environment. It will introduce learners to the library resources and IT systems and to academic writing skills required to present assignments in an articulate format. It will provide a basis for the development, practice and application of skills and competencies in other modules. |
| 7              | 5           | <b>Digital Content Creation</b>         | This module helps learners to understand the role, function, and relationships of digital content creation to contemporary practices, in using current tools and technologies to apply learning in designing and creating a digital portfolio. Learners will be able to recognise and understand the value of digital content, user generated content, and various content curation techniques and to apply relevant tools and technologies to develop a personal digital brand.   |
| <b>Stage 2</b> |             |   |  |
| <b>Number</b>  | <b>ECTS</b> | <b>Module Title</b>                     | <b>Module synopsis and contribution to programme overall</b>   |
| 8              | 10          | <b>Marketing Communications</b>         | In identifying the characteristics of mass and micro media alternatives, this module will help learners to distinguish between the various marketing communications tools and decision-making roles in a marketing context, to plan promotional campaigns from a practical and theoretical perspective, addressing media and advertising strategies and will help learners to interpret the current ethical issues which impact on the use of marketing communication strategies.  |
| 9              | 10          | <b>Marketing Research</b>               | This module will help learners to demonstrate a critical understanding of the marketing research process, to select and design an appropriate research tool for investigating the marketing research problem. It will also require the learner to demonstrate the ability to conduct qualitative and quantitative marketing research effectively to explore the marketing research problem. The learner analyses and reports the marketing research qualitative and quantitative findings gathered in a written research report.   |
| 10             | 5           | <b>Financial Analysis and Reporting</b> | This module will help learners to interpret financial and related information in a manner to facilitate stakeholder decision making. The learner will also be able to Interpret relevant financial and non-financial data to facilitate commercial decision-making. This module is a 5 credit module which is designed to help marketers understand Statements of Cash Flows from Statement of Financial Position and Statement of Profit or Loss to facilitate decision-making with regard to budgeting. Investment appraisal techniques and Budgeting processes are central to ensuring that a marketing professional can appreciate the financial impact of marketing decisions.                  |

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| 11 | 5  | <b>Marketing and the Economy</b>                                 | This module aims to discuss how global economic trends are evolving with respect to a range of developments and their impact on marketers. It will help the learner to interpret the principal measures of the global economy and environment in which businesses and marketers operate and to critically evaluate the impact of global economic trends on specific organisations within a range of sectors and to question how these developments will impact upon marketing professionals. Learners will be able to evaluate the function of various institutions and international trade agreements in the context of international business and marketing. Learners will appreciate the link between behavioural economic thinking and its impact on marketers when determining pricing and promotional policies. |
| 12 | 5  | <b>Advertising</b>   | This module introduces learners to advertising theory, concepts and frameworks. Learners will develop advertising campaigns that utilise a variety of traditional and digital media within a strategic planning framework and will be able to understand the communications process and its relationship to the development of relevant advertising strategies to targeted audiences. Learners will be introduced to various digital tools for measuring advertising effectiveness and utilise design tools to help build creative campaigns and will engage with various debates around the ethical issues concerning advertising.   |
| 13 | 5  | <b>Marketing Analysis and Reporting</b>                          | This module is designed to help learners critically assess the role of strategic marketing analysis in the corporate context and to guide learners to evaluate arguments and make judgments that can guide the development of marketing plans and decision-making within organisations. It focuses on identifying, analysing and creating target markets, differentiating and positioning strategies; creating customer value, satisfaction and loyalty. It also provides an analysis of the external environment, environmental sources in relation to decision-making, the evolution of environmental analysis. Managing the marketing information system and developing competitive strategies.  |
| 14 | 10 | <b>Web Marketing Design and Development</b><br><i>(elective)</i> | This module will allow the learner to demonstrate proficiency in web design principles within a marketing context, to design and implement AI-enhanced web experiences by the optimisation of user flows, generation of wireframes, and enhancement of the overall customer journey and learners will be able to strategically leverage search engine optimisation techniques to enhance the visibility and performance of web pages  |
| 15 | 10 | <b>Social Media Marketing and Analytics</b><br><i>(elective)</i> | This module will help learners to demonstrate a comprehensive understanding of fundamental social media marketing principles, including platform dynamics, audience engagement strategies, and content creation. It will develop proficiency in collecting, analysing, and interpreting social media analytics to inform marketing strategies and will help learners to create comprehensive social media marketing plans incorporating current tools and platforms.  |
| 16 | 10 | <b>Event Planning and Operations</b><br><i>(elective)</i>        | This module will identify the principal stages and understand the importance of the various stages in the event planning process. It will help learners to appraise events from a number of perspectives including execution, risk, health and safety and evaluation and will examine a range of issues related to contemporary events planning and operations including logistics, project management and social media design for events.  |

|               |             |  |   |
|---------------|-------------|--|---|
| 17            | 10          | <b>Sustainable Event Management</b><br><i>(elective)</i> | This module will help learners to understand the principles of Sustainability Management in contemporary global settings, considering intercultural dimensions. Learners will examine the ethical considerations involved in Sustainable Development, while engaging with global contemporary issues and theories challenging event organisations. The module will provide learners with an understanding of the regulatory and conceptual framework pertaining to policy & governance and will facilitate learners in evaluating the impacts of environmental and social innovations that can improve the profitability for event organisers and overall experience for event consumers. |
| <b>Award</b>  |             |  |   |
| <b>Number</b> | <b>ECTS</b> | <b>Module Title</b>                                      | <b>Module synopsis and contribution to programme overall</b>  |
| 18            | 5           | <b>Sustainable Marketing</b>                             | This module discusses the range of sustainable marketing practices and issues currently being addressed by organisations. It facilitates an understanding of the marketing environment and the factors affecting businesses moving towards sustainability. It aims to review sustainable marketing campaigns in different organisational contexts and examine the core themes of sustainability.  |
| 19            | 5           | <b>Public Relations and Sponsorship</b>                  | This module is designed to help learners to develop a knowledge of public relations and sponsorship theory, concepts and frameworks, to understand and apply strategic planning models to both public relations and sponsorship campaigns and to consider the various digital tools for measuring campaign and communication effectiveness and utilising creative messages within campaigns to achieve objectives within the spheres of PR & Sponsorship.   |
| 20            | 5           | <b>Selling and Sales Management</b>                      | This module will require learners to construct a sales pitch in a B2B environment to illustrate an understanding of the sales process. It will address how social selling and digital selling is altering the sales landscape and discuss how key sales tools such as CRM and AI is changing the role of a sales person   |
| 21            | 5           | <b>Marketing and the Law</b>                             | This module has been designed to build knowledge and an understanding of the legal framework and specific legal areas that impact the development and implementation of marketing and advertising strategies. It aims to facilitate a critical application of the principles of marketing and advertising law to specific situations.   |
| 22            | 5           | <b>Global Marketing</b>                                  | This module will help learners to understand the value and the challenges of global market information analysis. Discussion around the strategic options in the implementation of global marketing programmes and the methods of evaluation and control of global marketing performance will be central to the operation of the module. Equally, students will analyse the impact of cultural, economic and other key environmental factors on international marketing efforts.   |
| 23            | 5           | <b>Consumer Behaviour</b>                                | This module helps learners to understand how, when, by whom, and in what way the consumer is influenced in making purchase decisions. Learners will appraise contemporary issues in consumer behaviour and evaluate key emerging consumer trends across the marketing and business landscape and will be able to Demonstrate knowledge of consumer behaviour theory, concepts and emerging models in a variety of business and organisational settings and to understand the connection between consumer behaviour and strategic marketing planning.  |

|    |    |  |   |
|----|----|--|---|
| 24 | 10 | <b>Festivals and Outdoor Events</b><br><i>(elective)</i>       | This module is designed to chart the historical development of major events and festivals and identify their defining characteristics within a global tourism and leisure environment. It will help learners to recognise the positive and negative impacts that affect local communities and the host countries involved in hosting major events. It will also allow learners to investigate the emergence of sustainable policies, green events and global regulatory agreements relating to sustainable tourism. |
| 25 | 10 | <b>Event Technologies</b><br><i>(elective)</i>                 | This module has been designed to allow learners to understand the landscape of event technologies and use this knowledge to influence decision making. It will introduce the learner to evaluate how event technologies can improve sales, profitability and communications to its target audience and to leverage social media for event promotions and engagement.  |
| 26 | 10 | <b>Marketing for E-Commerce</b><br><i>(elective)</i>           | This module has been designed to explain the core concepts of Digital Marketing as it relates to E-Commerce and its value to businesses to learners, understand the key considerations when evaluating e-commerce and digital marketing software. It also analyses the major trends in the consumption of online content, online business models for content publishing and the concept of media convergence.   |
| 27 | 10 | <b>Emerging Technologies in Marketing</b><br><i>(elective)</i> | This module has been designed to help learners to examine and interpret current theories and models in digital marketing, emphasising emerging technologies. Learners will critically analyse the evolving relationship between marketing research, communications technology, and strategy in dynamic business contexts and to assess the integration and impact of digital planning tools and concepts within the broader context of strategic marketing.   |
| 28 | 10 | <b>Capstone</b>  | This module requires students to complete a detailed business plan that draws on an array of skills which they have developed throughout the programme. The business plan should be a professional document. Learners are required to work effectively as a team, self-identifying personal capabilities and delegating as a group accordingly.   |

## 2.5 Rationale for the Curriculum Structure

Learners will undertake a wide variety of modules to ensure they experience a rich in-depth enquiry into the disciplines and concepts of marketing relevant to the business environment. This is intended to ensure all learners develop strong theoretical knowledge, gain practical skills and develop personally through their own learning and group tasks. With these educational experience learners will be recognised as competent marketing professionals. Industry would reflect this rationale with a focus on learners needing to be strategically driven and to exhibit key employability skills such as, problem solving, communication skills, research skills, flexibility, creative thinking, and decision making. The below sections outline some of the key criteria used in developing the curriculum structure:

**(1) Highly relevant & current content:** The modules and curriculum on the programme were carefully chosen in consultation with several industry professionals, academic team, alumni and learners in order to ensure that the standards and level of the programme would be relevant to both prospective learners and also industry employers.

**(2) Diversity of knowledge and broadly focused curriculum:** The modules and curriculum were also designed to provide learners with access to a wide range of relevant marketing knowledge and opportunities to develop strategies using a spectrum of traditional and digital media.

**(3) Strong focus on practical skills:** The curriculum is designed to place a great focus and emphasis on practical marketing skills that could greatly benefit the needs of the learner and also enables DBS to distinguish themselves from competitors.

The programme structure is based on three years full-time or four years part-time. The programme is structured in a progressive way so as the learner gains foundational knowledge and brings this knowledge forward into the following years where the more specialisation modules are. In year one the learner will complete seven foundation modules at Level 6 which will introduce them to the world of business and marketing. Key modules include: *Marketing Essentials; IT Essentials; Economic Perspectives; Business Context & Organisation; Maths & Stats for Business*. The learner will also be introduced to the digital world with the module *Digital Content Creation*. The concept of understanding how to learn at the award stage is captured in year one with the module entitled *Foundational Academic Skills*.

In stage two, the learner will take six mandatory modules at Level 7. These modules will have a definitive marketing focus with modules such as *Marketing Communications, Marketing Research* and *Marketing Analysis and Reporting*, amongst others. In stage two, learners will choose two modules from four elective modules. The modules are structured in stage two to expose the learner to key concepts in Marketing Communications and analysis and reporting. These modules are critical as they contain concepts which will be built on in the award stage. Marketing Research will be introduced in stage two to prepare the learner for the Capstone Project module.

The structure of the award stage is centred around seven Level 8 modules which are complex and detailed in both content and assessment, these are Consumer Behaviour, Sustainable Marketing, Public Relations and Sponsorship, Selling and Sales Management, Marketing and the Law, Global Marketing, all of which contribute to the critical Capstone marketing module. In the award stage (Level 8), learners will study seven mandatory modules and again have the choice of two of four electives.

## 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)<br>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 Academic Administrator.

## 2.7 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 8 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland.

## 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 support, 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 | ECTS | Module Title                         | Assignment Type  |
|-------|------|--------------------------------------|--|
| 1     | 10   | Maths and Statistics for Business    | 2 x CA (40%) + <b>Exam (60%)</b>   |
| 1     | 10   | Business Context and Organisation    | 1 CA (Business plan) 50% + <b>Exam 50%</b> (2 x Individual)  |
| 1     | 10   | Marketing Essentials                 | Group project 70% (including individual Component 35%) + <b>Exam 30%</b> (Individual)                  |
| 1     | 10   | IT Essentials                        | Individual CA (60%) + <b>Exam (40%)</b>  |
| 1     | 10   | Economic Perspectives                | 2 CAs (40% + Written project (20% + <b>Exam 4 x Individual)</b> )                                      |
| 1     | 5    | Foundational Academic Skills         | Mock Assessment (Individual 100%)  |
| 1     | 5    | Digital Content Creation             | Individual Digital Portfolio (100%)  |
| 2     | 10   | Marketing Communications             | Group Campaign (50%) and <b>Exam</b> (Individual)  |
| 2     | 10   | Marketing Research                   | Individ CA (20%) + Group CA (80%)  |
| 2     | 5    | Financial Analysis and Reporting     | Group Project (100%) (including 30% individual Defence)  |
| 2     | 5    | Marketing and the Economy            | Individual Report (70%) + Individual Verbal Defence (30%)  |
| 2     | 5    | Advertising                          | <b>Exam</b> (Individual) 100%  |
| 2     | 5    | Marketing Analysis and Reporting     | Group Project (100%) including individual contribution (20%)   |
| 2     | 10   | Web Marketing Design and Development | 1 Group Project (70%) + Individual Demo (30%)  |
| 2     | 10   | Social Media Marketing and Analytics | Individual Report (50%) + Group Project (50%)  |
| 2     | 10   | Event Planning and Operations        | CA1 (Group Report/Individual Defence, CA2 Individual Presentation (20%) CA3 Immersive experience (30%) |
| 2     | 10   | Sustainable Events Management        | CA1 Group Report 70% (including individual verbal defence 20%), CA2 Individual MCQ (30%)               |
| 3     | 5    | Sustainable Marketing                | Creation of product (Ind 20%+Grp 80%)  |
| 3     | 5    | Public Relations and Sponsorship     | In Class Test (Individual) 100%  |
| 3     | 5    | Selling and Sales Management         | Sales Report 20% + Presentation (Individual) 80%   |
| 3     | 5    | Marketing and the Law                | Group Case Study Analysis (60%) plus Presentation (40% (Individual Components 40%))                    |
| 3     | 5    | Global Marketing                     | Individual Project (70%) with Individual Defence (Verbal) (30%)  |
| 3     | 5    | Consumer Behaviour                   | Group Project (100% (including individual presentation (30%)))   |
| 3     | 10   | Festivals and Outdoor Events         | CA Group 50% (including verbal defence (20%))<br>Event Impact Report Individual 50%                    |
| 3     | 10   | Event Technologies                   | Group Report 50% (including Individual Reflection 20% + Live Streaming Report (50%) Individual)        |
| 3     | 10   | Marketing and E-Commerce             | Group Project (50%) (including individual Verbal Defence (20%)) + Individual CA (50%)                  |
| 3     | 10   | Emerging Technologies in Marketing   | Individual Report 50% + Group Project 50%  |
| 3     | 10   | Capstone                             | CA1 Individual Presentation 35% + Business Plan (Individual) 65%                                       |

All assessment in this programme conforms to the DBS assessment regulations informed by *QQ/ Assessment and Standards, Revised 2022*. Special regulations are defined on the programme schedule. Where a learner is found to require additional learning support, the Equality & Diversity Officer 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**

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 handwriting 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 strategy comprises a repeat assignment and/or project if that is the element, which the student has been unsuccessful and will ensure the learner reaches the Module Learning outcomes.

### **3.4 General Submission Requirements**

1. All 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 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.

- . [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 [email](#).

## Section 8 My Student Life

### 8.1 Peer Mentor Programme

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

### 8.2 Class Reps

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

### 8.3 Student Council

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

### 8.4 Student Entertainment

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

### 8.5 Social

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

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

### **8.6 Societies**

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

### **8.7 IT Helpdesk**

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

### **8.8 DBS Library**

Multiple supports can be accessed through the Library 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 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!