



Master of Science in Digital Marketing

Level 9, 90 ECTS

Programme Handbook

Foreword

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

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. Our campus is in Dublin's city centre and comprises four buildings where nationalities from over 95 countries participate in a bustling and thriving student life.

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

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

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

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

Good luck on your journey!

Kerry

Dr Kerry McCall Magan
Head of Academic Programmes

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Section 1 Programme Information

Welcome Message from Course Director

Hello and a very warm welcome to Dublin Business School. My name is Rita Day, and I am the Course 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 look after the undergraduate programmes which include the BA (Hons) in Marketing and the postgraduate programmes, the MSc in Marketing, and the MSc in Management Practice. 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

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

Please do not hesitate to contact me on rita.day@dbs.ie if you have any questions.

Best wishes to you all for a great year!

Rita

Rita Day

Course Director for Marketing and Acting Course Director for Business and Law

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 Course 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 short description of the people you will meet on your programme:

- **Course Director**
The Course 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.
- **Programme Coordinators**
Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.
- **Module Leader**
The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment, and completion of the module. Module leaders work hard to ensure a high-quality teaching and learning experience for all students.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Beatriz Lazzari	anabeatriz.lazzari@dbs.ie
Course Director	Rita Day	rita.day@dbs.ie

1.3 Programme Team

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

This is an indicative list and is subject to change.

Module No.	Module Title	Lecturer(s)
		*subject to change
1	E-Business	Aisling Duhý
2	Digital Design and Development	Charles Crimmins
3	Strategic Digital Marketing	Ieva Masevic
4	Inbound Marketing	TBC
5	Data and Digital Marketing Analytics	Naomi Kendal
6	Digital Advertising and Online Marketing	Ieva Masevic
7	Research Methods	Juan Fravega
8	Dissertation/Applied Research Project	Ronda Barron

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

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

Section 2 Programme Details

2.1 Aims of the Programme

This is an innovative programme with an integrated delivery from end-to-end, covering a wide range of Digital Marketing topics. The programme aims to develop learners' knowledge of the theory and practice of Digital Marketing, necessary for them to perform at postgraduate level and secure employment in the areas of Digital Marketing in a broad range of commercial, industrial, and public sector environments. Graduates will have an in-depth knowledge of the practical and theoretical aspects of Digital Marketing. The programme enables and supports learners in developing critical analytical skills and applying theoretical concepts to the practice of Digital Marketing.

The programme incorporates Personal & Professional Development (PPD) within modules to enhance the student's employability, which will enable them to integrate seamlessly into an organisation by addressing skills such as leadership, self-management and teamwork that are essential in the area of Digital Marketing. It also comprises a Research Methods module and research theory integrated into the applied Digital Marketing modules, focusing on literature review, research technique, and their application to real life situations, data sets and how applied research and entrepreneurship are linked. These modules will inform the learner's Dissertation/Applied Research Project.

The specific programme aims are as follows:

1. Imbue a critical analysis of the current and emerging theories of digital marketing, informed by up-to-date research and activity in the digital marketing field.
2. Develop the practical skills in problem identification and solving, carrying out digital marketing activities of a marketing department.
3. Provide a strategic perspective (incorporating multiple-viewpoints) and context for digital marketing in a modern organisation.
4. Develop an in-depth appreciation of modern data-driven metrics to marketing activities and how these can be generated and used.
5. Develop in learners the competencies to be a successful marketer in a digital marketing environment.
6. Facilitate the development by the learner of applied skills that are directly complementary and relevant to the workplace.
7. Identify and develop autonomous learning skills for the learner.
8. Provide the learner with a comprehensive platform for career development, innovation, and further study.

2.2 Programme Learning Outcomes

Upon successful completion of the MSc in Digital Marketing programme, learners will achieve the following learning outcomes:

MIPLOs	Award (Level 9) MSc in Digital Marketing
MIPLO1	Demonstrate a systematic understanding of current issues surrounding the legal obligations relating to the protection and management of data.
MIPLO2	Critically analyse developments in the field of ecommerce, digital marketing and online advertising and exhibit a critical comprehension of the tools and techniques across a wide range of areas in digital marketing.
MIPLO3	Critically analyse current theories, paradigms, models, concepts, and underlying principles relating to digital marketing and assess strategic and potential business development benefits of current and emerging digital marketing channels.
MIPLO4	Develop, design, and create digital assets and resources such as images, infographics and digital assesses, a basic website using a Content Management System and subsequently critically evaluate the design and implementation issues including mobile versions v responsive, choice of plugins, call to action etc.
MIPLO5	Develop practical expertise in developing and implementing inbound strategies for website, execution of digital advertising campaign and research, analyse, design, develop and implement a full digital marketing strategy.
MIPLO6	Demonstrate expert knowledge of data analysis and statistics while critically evaluating tools and systems for collecting and managing data, business and technical strategies for data analytics and develop and implement business and technical solutions for data analytics.
MIPLO7	Confidential enter and contribute to the digital marketing world.
MIPLO8	Complete a larger scale research dissertation/applied research project with digital marketing at its core and assess, initiate lead, and manage work on complex technically focussed products.
MIPLO9	Develop the knowledge and ability to think strategically about business marketing theories and practice and apply these to real-life problems and scenarios of digital marketing.

2.3 Programme structure

There are no electives proposed in this programme for taught modules. However, in relation to the 30 ECTS research project the student will be able to choose if they wish to complete an applied project with the production of an artefact or to complete a more traditional dissertation.

DBS has designed this programme to facilitate learning in the core subject area of Digital Marketing and as such has not included any electives on the programme for taught modules. Industry representatives were consulted in relation to the electives on taught components and their view was that students should have an in-depth knowledge of all subject areas listed.

2.4 Other Relevant Programme Information

Module Level

Stage label	Module title	ECTS	Module synopsis
Award	E-Business	10	This module will develop the learner's knowledge, skill, and ability to critically evaluate the principles, legalities, and practices of eBusiness with particular emphasis towards understanding the legislation which regulates digital marketing and e-commerce.
Award	Digital Advertising & Online Marketing Communications	10	This module takes both a practical and theoretical approach to the role of marketing communications and advertising in the digital age and will include planning and implementing a digital advertising campaign and developing a brand online. This module will include insights into the benefits, limitations and functionality of the main digital marketing channels including (but not limited to) AdWords for Search, Display & Video Advertising, DoubleClick Bid Manager for Display & Programmatic Advertising and Facebook Advertising including Power Editor.
Award	Strategic Digital Marketing	5	This module, underpinned by principles of strategic marketing and consumer behaviour theory, provides a strategic approach to digital marketing that builds upon a critical understanding of the promotional mix in the context of emerging technologies. Additionally, this module will provide learners with in-depth knowledge and understanding of the philosophy behind developing a digital marketing strategy and key insights into on-line consumer behaviour and engagement.
Award	Inbound Marketing	5	This module takes both a practical and theoretical approach to both planning and implementing an inbound marketing strategy with particular focus on search engine optimisation, blogging and social media marketing.
Award	Digital Design & Development	10	This module provides learners with an opportunity to learn how to create digital assets (including graphics & video) and a website using a self-hosted version of WordPress, enabling learners to gain first-hand experience with these technologies through building prototypes and

			evaluating case studies and digital marketing related plugins.
Award	Data & Digital Marketing Analytics	10	This module takes both a practical and theoretical approach to data analytics and key performance indicators for digital marketing with particular focus on Google Analytics, Social Media Insights and Digital Advertising metrics.
Award	Research Methods	10	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.
Award	Elective 1 Dissertation	30	To enable the learner to develop a Research Dissertation, applying key academic concepts and techniques to a problem or issue with significant implications to a chosen organisation and/or industry. Learners enrolled on the programme will be required to demonstrate an appropriate mix of quantitative as well as qualitative analysis in their dissertations.
Award	Elective 2 Applied Project	30	To enable the learner to consolidate the knowledge and skills obtained in other modules by completing a research and preparation of an artefact, applying key academic concepts and techniques to a problem or issue with significant implications to a chosen organisation and/or industry. The project should combine both research and technical skills to investigate, design, produce and evaluate the solution put forward.

2.5 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L modes include:

Mode	Description
In-class	Where the lecturer and all the students are in the class.
Live Online	Where the lecturer and all of the students are online at the same time (Zoom sessions) Here you are online at the same time in a Zoom room or digital communication platform as your lecturer.
Hybrid	Where some of the students are online (Zoom sessions) and some are in the class (In class/onsite) and the lecturer is either in-class or online

Pre-Recorded	Where the lecturer pre-records a session
On Demand	Where the lecturer has prepared teaching content or activities and made it available to you online for you to engage with at your own convenience

Examples of T&L approaches include:

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

Examples of T&L Activities include:

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

Peer Pairing	Students are split into pairs. Individually they carry out a task and then swap their work for the other student to review.
Role Play	Students act out a scenario from the real world for the whole group

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

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

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

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

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

Section 3 Assessment

3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity. Assessment types will include practical, continual assessment, reports, group activities and exams.

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

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

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

3.2 Assessment Schedule

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

Stage	Module	ECTS	Assessment
1	E-Business	10	Formative feedback on progress throughout Summative Continuous Assessment Report 40% Continuous Assessment Presentation 20% Exam 40%

1	Digital Advertising & Online Marketing Communications	10	Formative feedback ongoing including Google professional certification Summative Project: Strategy & Implementation 80% Skills Demonstration 20%
1	Strategic Digital Marketing	5	Formative feedback on progress throughout Summative Assignment 30% Digital Marketing Strategy 50% Presentation 20%
1	Inbound Marketing	5	Formative feedback ongoing including HubSpot professional certification Summative Project 80% Skills Demonstration 20%
1	Digital Design & Development	10	Formative feedback ongoing including Wireframes and draft plans. Summative Website Project Plan 20% Project: Build Website 80%
1	Data & Digital Marketing Analytics	10	Formative feedback ongoing including Google professional certification Summative Skilled Based Assessment 40% Presentation 20% Continuous Assessment 40%
1	Research Methods	10	Data Analysis (Q&Q) 50% Research Method Proposal 2,000 wds 50%
1	Elective 1 Dissertation	30	Formative 1st Draft Literature Review 10% Oral (viva) or Poster Presentation 10% 20,000-word Dissertation 80%
1	Elective 2 Applied Research Project	10	Formative Artefact/product demonstration 40% Oral (viva) or Poster Presentation 10% 10,000-word Project Report 50%

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

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 hand writing answers to ensure that your writing is legible.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Learner Supports Service](#) well in advance of any assessment or exam dates.

3.3 Reassessment

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

3.4 General Submission Requirements

1. All relevant provisions of the Assessment Regulations ([QAH Part B Section 5](#)) must be complied with, in addition to the requirements set out in the Assessment Brief:
 - Students are required to refer to the assessment regulations in their [Student Handbooks](#) and in [Part B Section 5 of the Quality Assurance Handbook](#).
2. Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly accepted by the lecturer). Assignments not submitted through Moodle may not be graded.
3. Online assignments must be submitted **no later than the stated deadline**:
 - Late submissions (up to 14 days) will receive the Late Submission penalty (see [QAH Section B Part 5.4](#));
 - After 14 days, late submissions will be awarded **0%**.
4. Extensions to assignment submission deadlines will be not be granted, other than in exceptional circumstances:
 - To apply for an extension please go to <https://servicedesk.dbs.ie/> to complete and return, with supporting documentation
 - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, please go to <https://servicedesk.dbs.ie/>
5. Students are required to retain a copy of each assignment submitted.

6. Dublin Business School penalises students who engage in Academic Impropriety (i.e. plagiarism, collusion, copying, essay mills, etc.):
- Refer to the [QAH Part B Section 3.3](#) for further information on Academic Impropriety and the potential penalties;
 - Refer to the [Library](#) for information on correct referencing, and support classes.

3.5 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 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 are available at Reception desks.

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

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

If you have any problems with your timetable or require technical support, please log a ticket at servicedesk.dbs.ie.

Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

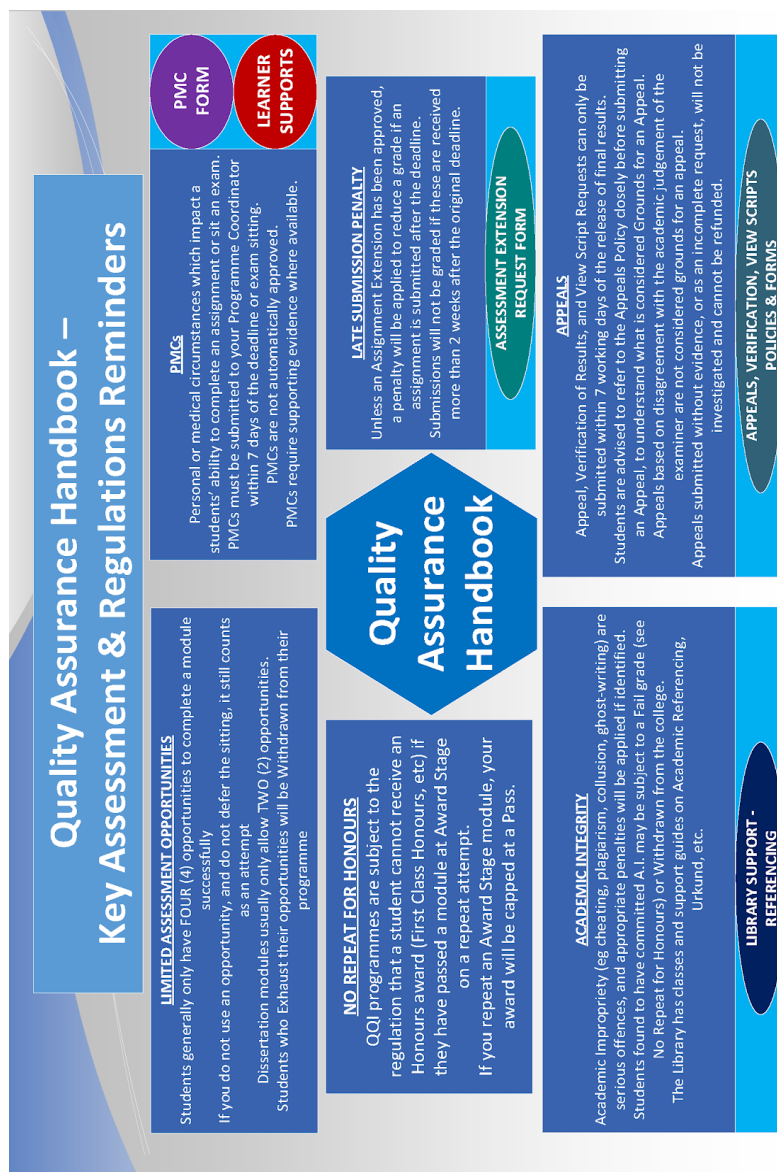
<https://students.dbs.ie/academicoperations/academic-calendars>

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

Section 5 Quality Assurance Handbook

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

5.1 Key Assessment Regulations



Section 6 Conclusion

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

Enjoy your time at DBS!