Certificate in Digital Marketing
Level 7, 40 ECTS

Programme Handbook

2020/21

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

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

I look after the undergraduate programmes which include the BA (Hons) in Marketing and the postgraduate programmes, the MSc in Marketing and the MSc in Digital Marketing. I work closely with your Programme Coordinator Mary Fenlon 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. 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 & 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	Mary Fenlon	mary.fenlon@dbs.ie
Programme Leader	Mary Nolan	mary.nolan@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 Name	Staff/Lecturer(s)
1	The Digital Marketing Environment	Lorca Kelly
2	Digital Marketing Fundamentals	John Noble
3	Digital Marketing Planning and Management	Micheal Lynham
4	Media Technologies for Marketing	Brendan Maguire

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 Programme aims and objectives

This programme focuses on core areas such as digital planning, management, understanding media technologies, and online consumer behaviours, as well as the subfields of project management, teamwork, and communication. It aims to develop learners' knowledge of the theory, as well as practice of digital marketing, necessary for them to secure employment and perform in the areas of digital marketing in a broad range of commercial, industrial, and public sector environments. While learners cover problems applicable to a broad range of commercial, industrial, and public sector environments, the focus is upon 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 domain-neutral manner. The concept of understanding how to monitor activity, and optimise this activity, to maximise the consumer decision-making process, is incorporated within the modules, together with understanding key marketing principles and applying these in an online environment. Through formative and summative assessments, learners will have the opportunity to develop skills such as communication, research and presentation skills. This assists in the individual's personal and professional development which enhances their employability and future career prospects.

An overarching aim of the Certificate in Digital Marketing is to provide learners with a focused, functional, and particular understanding of how organisations can utilise and optimise their approach to marketing in a digital context.

The specific programme objectives are to:
1. Develop knowledge of digital marketing tools and technologies in the context of the business, its products, services, customers and the wider market.
2. Integrate traditional marketing principles into marketing activity in online and mobile environments.
3. Apply practical skills to web design to ensure web/mobile platforms content management processes are optimised.

This programme therefore develops learners' understanding of the demands of the changing consumer environment through up-to-date and in-depth knowledge of the core and subfields of digital marketing whilst also providing valuable and necessary practical skills in this field.

2.2 Programme Learning Outcomes

On successful completion of the programme, graduates will be able to:

MIPLO1	Identify the necessary technical and practical knowledge for the effective implementation of digital marketing.

MIPLO2	Demonstrate the ability to successfully create and manage digital marketing campaigns and e-commerce processes.
MIPLO3	Formulate insights into the way in which organisations create and execute strategic digital marketing decisions.
MIPLO4	Evaluate consumer behaviour in a digital context.
MIPLO5	Identify novel and innovative approaches to digital marketing.
MIPLO6	Function independently and think creatively to solve problems in a business environment.
MIPLO7	Demonstrate knowledge of key digital marketing concepts and the impact of the technology on a business or consumer sector.

Programme synopsis

Marketing excellence is a prerequisite for success in most businesses today, from start-ups, small business enterprises, to the world's most established organisations and enterprises. Yet the science of marketing is constantly evolving. This programme equips the learner with the essential principles and practices of marketing in today's digital economy. The massive growth of social media and mobile marketing in recent years, means that marketers need a strong skillset and knowledge base that embraces digital. Therefore, they will need both the visibility and traceability that digital marketing affords. Given how fast the digital marketing arena moves in terms of technologies and practice all modules are written with flexibility in mind. Students are facilitated in exploring new ideas and technologies where applicable. In this way, the programme remains up-to-date with industry trends and best practice. Students will be exposed to both the classroom environment to understand and learn the theoretical concepts and models which will then be applied in a laboratory environment. On completion of the programme the learner will be equipped with the skills needed to work in a digital marketing environment either stand alone as part of a business function. The programme focuses on how to leverage new models and processes in digital business and e-commerce and examines how to increase return on investment through, for example, best practice in respect of successful social media and digital marketing techniques, real-world application of digital marketing and e-commerce methods, and how to market the organisation / products more effectively and efficiently in an evolving digital business world.

2.3 Other Relevant Programme Information

Stage label	Module title	ECTS	Module synopsis
1	The Digital Marketing Environment	10	This module will offer the learner both the theory and practice of implementation of digital marketing using the framework of the Martech landscape. Marketers have little choice today but to use multiple solutions to build, manage and optimize digital marketing campaigns. The good news is most Martech solutions have evolved to fit this new paradigm, offering marketers plug-and-play solutions that most commonly feature customer relationship management, marketing automation and content management in a single solution. Martech solutions integrate with different technologies that offer other capabilities — for example, social advertising, search engine marketing and customer data management. Being able to connect these solutions means marketers are better equipped to create a more effective, more engaging cross-channel experience. Being aware of how this environment evolves and changes means the understanding the dynamic nature of the challenges this environment presents.
1	Digital Marketing Fundamentals	10	The evolution of the Internet in our economy has transformed the marketing landscape. Learners in this module will explore from a consumer's perspective the fundamentals of online marketing. While the evolution of the Internet has created a renaissance of Marketing, new Marketing concepts have flourished for marketers to seize present and future opportunities using digital technologies. As part of this course learners will focus on a project where they will be encouraged to compare and contrast two organisations websites in an industry of their choice. This classroom-based module will offer the learner both the theory and practice of digital marketing concepts. This module will be supported with webinars, e-materials, and guest presentations and online presentations. The aim of this module is to enable students to understand and exploit the potential opportunities provided by the rapidly changing variety of technologies involved in digital marketing in order to engage the ever-changing customer within a business context.

1	Digital Marketing Planning & Management	10	This module will offer the learner both the theory and practice of planning, managing and measuring a digital marketing campaign. Planning elements including campaign scoping, deliverables, budgeting and performance reviews will be central to any digital campaign. Consumer engagement and insight into online behaviours are key to appreciation of the new landscape. Understanding the costs, rewards and risks associated with developing any interactive digital media campaign will be outlined also. This module will be supported with DVDs, e-materials, and guest presentations.
1	Media Technologies for Marketing	10	This module will focus the learning around the social media value chain, investing the various channels to market that can be leveraged for marketing your business and brand. The module gives learners an understanding of the role of social media as a key technology tool for marketers. It will familiarise them with a variety of social media platforms and the various ways in which they may be leveraged by organisations to engage with key audiences.

2.4 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L modes include:

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

Examples of T&L approaches include:

Approach	Description
Lecture	Where the lecturer presents or talks about concepts, ideas, topics or theories

Tutorial	Where the lecturer and students engage in a discussion
Workshop	Where the lecturer and students engage in activities either collectively or in groups
Lab Demonstrations	Where the lecturer or students demonstrate processes usually on a computer

Examples of T&L Activities include:

Activity	Description
Case Study	Students review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what students are learning about
Group work	Students are divided into groups to work on a particular activity
Peer Review	Students review and comment on other students work
Peer discussion	Students engage in a discussion about a topic which the lecturer observes and can contribute to
Quizzes	Students work through a series of short questions
Practical Exercises	Students 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 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 assessment. 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 Brief

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

Module Name	ECTS	CA Component Breakdown		Wk No	Feedback	CA %
Digital Marketing Environment	10	70%	Individual Business Plan Report	11	Individual personalised written feedback	100%
		30%	Report Presentation	12		
Digital Marketing Fundamentals	10	70%	Individual Report	11	Individual personalised written feedback	100%
		30%	Individual Audio PP presentation (PP with voiceover)	12	Individual personalised written feedback	
Digital Marketing Planning & Management	10	70%	Group Assignment to design a digital marketing campaign (Weighting: 60% Report + 10% Individual Reflection)	22	Written feedback to the group	100%
		30%	Group Digital Campaign Poster Presentation	23	Written feedback to the group	
Media Technologies for Marketing	10	80%	Group Report	23	Written feedback to the group	100%

		20%	Group Presentation	24	Written feedback to the group	

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

Certificate 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 assessment on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this 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 <u>required</u> to refer to the assessment regulations in their [Student Handbooks](#) and in [Part B Section 5 of the *Quality Assurance Handbook*](#).

2. Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly excepted by the lecturer). Assignments not submitted through Moodle may not be graded.

3. Online assignments must be submitted **no later than the stated deadline:**
   - Late submissions (up to 14 days) will receive the Late Submission penalty (see [*QAH* Section B Part 5.4](#));
   - After 14 days, late submissions will be awarded **0%**.

4. Extensions to assignment submission deadlines will be not be granted, other than in exceptional circumstances:
   - To apply for an extension please go to [*https://students.dbs.ie/registrar-office/dbs-faq*](https://students.dbs.ie/registrar-office/dbs-faq) and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Programme Coordinator;
   - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to your Programme Coordinator

5. Students are required to retain a copy of each assignment submitted.

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

3.5 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 7 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland.

3.6 Useful links and tips

Door codes for Bow Lane and Balfe Street are available at Reception desks.
Once registered, a learner should use the calendar in their student email account for personalised timetables.
Timetables can be sync'd with mobile devices, see https://www.dbs.ie/about-dbs/news-and-events/2018/05/17/dublin-business-school-moodle-app for more information.
   . www.dbs.ie
   . https://elearning.dbs.ie/ (Moodle)
   . www.mydbs.ie (student email)

. tts.dbs.ie for generic timetables

. https://library.dbs.ie/

. Lorls.dbs.ie (to access your reading list online)

. esource.dbs.ie (repository of student and faculty research)

. servicedesk.dbs.ie (to log support queries or issues

. Moodle App available for download (Play Store and iTunes): https://elearning.dbs.ie/

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 Course Director or Programme Coordinator. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!