Master of Science in Digital Marketing and Analytics

Level 9, 90 ECTS

Programme Handbook

2023/ 2024

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!

Tony

Dr Tony Murphy
Academic Dean

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Section 1 Programme Information

Welcome Message from your 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 *Master of Science in Digital Marketing and Analytics* programme.

You have made the right choice in 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 Analytics 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 and Analytics as well as a number of business programmes. I work closely with your Academic Administrator 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.

Best wishes to you all for a great year!

Rita
Dr Rita Day
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 are responsible for overseeing programme team meetings and are a direct point of contact for students. They work to ensure all programmes developed and run are of a high academic standard.

- **Programme Coordinator**
  Academic Administrators 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. However, any query should be sent to academicoperations@dbs.ie who will forward your issue to the relevant programme coordinator.

- **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.

- **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

Position	Name	E-mail
Programme Coordinator	Nilasha Roy	academicoperations@dbs.ie
Programme Level Manager	Dr Ieva Masevic	Ieva.masevic@dbs.ie
Assistant Academic Director	Declan Scully	declan.scully@dbs.ie

1.3 Programme Team

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

The *Master in Science in Digital Marketing and Analytics* will be delivered by the existing team of lecturers with additional staff members being appointed as required.

Module Stage	Module Title	Lecturer
Award	Web Marketing Management and Metrics	Amy Cannon
Award	Digital Design and Development	Charles Crimmins
Award	Strategic Thinking in the Digital Age	Ieva Masevic
Award	Research Methods 1	Daryl Mahon
Award	Data and Digital Marketing Analytics	TBC
Award	Digital Advertising and Online Marketing Communications	Ieva Masevic
Award	Business Intelligence and Visualisation	Charles Nwankire
Award	Research Methods 2	Ieva Masevic
Award	Applied Research Project (Elective)	Multiple supervisors
Award	Dissertation (Elective)	Multiple supervisors
Award	Placement (Elective)	Multiple supervisors

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.*

Section 2 Programme Details

2.1 Aims of the Programme

This *Master of Science in Digital Marketing and Analytics* (NFQ Level 9, 90 ECTS) programme has been designed with the specific intention of responding to the evolution of an increasingly digital and technology enabled business environment. Digital marketing has become critical in recent years in our data driven digital society where the role and scope of the marketing function has transformed rapidly from the development and management of creative communication to the implementation of data-driven and technology enabled marketing practices. Now, more than ever, there is high demand for qualified digital marketers, where a skills gap of talent is evident throughout the industry. This programme aims to produce individuals with the specialised skills and attributes necessary to meet the demand of the modern-day digital marketing environment. This programme aims to accommodate a wide audience of learners whose specific interests lie in the area of digital marketing (either business, or technically focused).

Graduates of the *Master of Science in Digital Marketing and Analytics* will understand the core principles of digital marketing, be equipped to utilise data and visualisation tools, apply the appropriate marketing models, and inform business decision making in an ethical context. Moreover, they will develop advanced critical thinking, writing and research skills through the completion of the Research Methods modules along with the completion of a Capstone Module (choice of Dissertation or Applied Research Project).

The taught component of this programme comprises modules in Web Marketing Management and Metrics; Digital Design & Development; Strategic Thinking in the Digital Age, Data and Digital Marketing Analytics; Digital Advertising and Online Marketing Communications; Business Intelligence and Visualisation and Research Methods. All modules will facilitate the exploration of new ideas and technologies with learning focussed on emerging industry trends as well as best practice. Learners will be able to apply their knowledge to specific issues within a real-world context.

Semester one (FT) lays the groundwork for the programme and encompasses mostly foundational modules that focus on providing a solid and comprehensive understanding of the relevant concepts of Web Marketing Management and Metrics; Digital Design and Development; Strategic Thinking in the Digital Age; and Research Methods 1.

Semester two (FT) builds on this by covering advanced modules in which the knowledge, understanding and skills acquired in the first semester can be employed. Semester two modules offer Data and Digital Marketing Analytics, Digital Advertising & Online Marketing Communications, Business Intelligence and Visualisation, and Research Methods 2.

It is a 1 year full-time/18 month part-time programme consisting of eight taught modules, four 10 ECTS modules, four 5 ECTS, and a 30 ECTS Dissertation/Applied Research Project.

Programme objectives are:

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 problem solving using data, and carrying out the digital marketing activities of an organisation.
3. Provide a strategic perspective (incorporating multiple-viewpoints) and context for digital marketing through the use of digital marketing analytics in a modern organisation.
4. Develop an in-depth appreciation of analytics in the form 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 the digital marketing and analytical environment.
6. Facilitate the development by the learner of applied analytical skills that are directly complementary and relevant to the contemporary workplace and future of work.
7. Identify and develop autonomous learning skills for the graduates of tomorrow who can work both independently and collaboratively.
8. Provide the learner with a comprehensive platform for career development, innovation and further study.

2.2 Programme Learning Outcomes

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

MIPLOs	Learning Outcomes
MIPLO1	Critically appraise theoretical and conceptual knowledge in the discipline of digital marketing and analytics.
MIPLO2	Critically analyse contemporary and emerging issues, including the importance of technological advancements, in the discipline of digital marketing and analytics.
MIPLO3	Evidence critical awareness of tools, techniques and technologies in the constantly emerging area of digital marketing and analytics identifying strengths and weaknesses to assess strategic business development.
MIPLO4	Evidence of advanced skills necessary in the design, development and evaluation of novel digital assets in a modern professional environment.
MIPLO5	Acquire knowledge and ability to think strategically about digital marketing theories and practice, and apply these to real-life problems and scenarios of digital marketing.
MIPLO6	Evolve problem-solving skills to address clients' problems and provide digital marketing solutions by using existing research and applying suitable research methods.
MIPLO7	Formulate the competencies required for effective communication, time-management, teamwork and leadership abilities suitable for a professional environment.

MIPLOs	Learning Outcomes
MIPLO8	Effectively plan and execute a successful digital marketing campaign, using a variety of skills and knowledge and apply these to the relevant context.
MIPLO9	Design a digital marketing strategy to align with contemporary thinking in the field of digital marketing and analytics.
MIPLO 10	Critically synthesis learning to plan, design, develop and manage a research project that demonstrates competencies and technical ability in digital marketing and comply with any ethical implications arising.

For learners who are unable to complete the research capstone module, a *Postgraduate Diploma in Science in Digital Marketing and Analytics* award is available. This award shares Learning Outcomes 1-9 with the Master of Science award.

2.3 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.

2.4 Other Relevant Programme Information

Module Level

Stage label	Module title	ECTS	Module synopsis
Award	Web Marketing Management and Metrics	5	This module will offer the learner both the theory and practice of planning, managing, and measuring a web based digital marketing project. Planning elements including campaign scoping, deliverables, budgeting, and performance reviews as well as consumer engagement and insight into online behaviours will be critically evaluated. Understanding the costs, rewards and risks associated with developing any interactive digital media campaign will also be outlined.
Award	Digital Design & Development	10	Digital marketing is a dynamic and technology driven sector with advances in audio, video, graphic design, mobile and content management systems creating new ways of communicating and understanding consumer behaviour. In today's market, the vast majority of commercial websites for organisations are built using content management systems such as WordPress, Joomla, Drupal or Squarespace. 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

Stage label	Module title	ECTS	Module synopsis
			prototypes and evaluating case studies and digital marketing related plugins.
Award	Strategic Thinking in the Digital Age	10	This module will enable learners to make sense of these new technologies and how to deploy them to achieve an organisation's strategic marketing objectives. This will be further supported by a deep exploration of key strategic digital frameworks and theories. Consequently, the module will enable the learner to develop lifelong learning dispositions that emphasises the importance of remaining current, aware, and relevant in this fast-moving sector.
Award	Research Methods 1	5	The module aims to provide learners with the theoretical foundations and basic practical training in research methodology. During RM1, emphasis will be placed on the conceptual phase of the research project whereby students identify a relevant, interesting, and fruitful area of research and conduct a thorough literature review. By the end of the module students will have reached a critical milestone in the research process - the formulation of a clear research question accompanied by a detailed problem statement that outlines the key issues and demonstrates the novelty of the project being proposed. This essential work will lay the foundations for Research Methods 2 in which the focus will move towards designing a research methodology to answer the proposed research question using knowledge of research design gained in Research Methods 1.
Award	Data and Digital Marketing Analytics	10	Enterprises now rely on their data assets to make informed and increasingly effective decisions. Data analytics involves processes and activities designed to obtain and extract useful information from available data stores. The age-old marketing phrase that "half your advertising budget is wasted but the question is which half?" no longer applies to many organisations which utilise data analytical tools to both analyse and optimise performance. 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	Digital Advertising and Online Marketing Communications	10	This module takes both a practical and theoretical approach to the role of advertising and online marketing communications in the digital age. Learners will gain an understanding of the key advertising theories and models as well as the theoretical foundation in branding building. Learners will be provided with a comprehensive overview of the digital advertising ecosystems as well as acquire hands-on experience in the planning and implementation of a digital advertising campaign and the development of a brand online. This will include experimentation with the most popular advertising tools such as Google Ads, Facebook Ads, TikTok Advs and Linkedin Ads.

Stage label	Module title	ECTS	Module synopsis
Award	Business Intelligence and Visualisation	5	The module aims to give students practical skills in modelling, storage access and visualisation of big data, emphasising the key techniques essential to evolving data analytics solutions. This module concentrates upon the importance of visualisation in the effective communication and interpretation of data analysis in enhanced end-user decision making. Business Intelligence and the data storage solutions which support it are a key enabler of effective visualisations, and this module provides a solid grounding in these techniques.
Award	Research Methods 2	5	The module aims to prepare learners for completing their dissertation research proposal and, building on the foundations of Research Methods 1 will facilitate students in developing practical skills in research design and data analysis. Live class time will be developed for interactive activities, collaboration, and discussion. Supporting content will be delivered in the form of pre-recorded lessons and tutorials.
Award	*Elective 1:* Applied Research Project	30	This module aims to enable learners to consolidate their knowledge and skills in the completion of an industry research report and the preparation of an artefact. Learners will be able to produce a robust piece of industry research underpinned by academic theory, primary and secondary data collection and apply these skills in a coherent and industry-focus research report and artefact. The report will synthesise learning from other modules and combine both research and technical skills to investigate, design, and produce and critically evaluate the solution put forward. Under the guidance of their supervisor, learners will develop a 10,000-word report under specific headings. Learners will also be expected to produce and demonstrate an artefact and present/defend their work.
Award	*Elective 2:* Dissertation	30	This module will enable the learner to undertake a traditional, written, research-focused dissertation applying key academic and methodological concepts and techniques with significant implications to a chosen organisation and/or industry. Learners will consolidate their knowledge, synthesise their learning and develop their critical capabilities, applying key academic concepts, methods, and tools to investigate, research and critically evaluate a research question or hypothesis. Learners will be required to demonstrate an appropriate mix of quantitative as well as well as qualitative analysis in their dissertation. Under the guidance of their supervisor, learners will develop a 15-20,000-word traditional written thesis in sequenced chapters. Learners will also be expected to present and defend their work.

2.5 Teaching and Learning Strategy for a multi-modal environment

This section is an opportunity to discuss the proposed teaching activities and modes of delivery that you can expect on this programme.

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.

Multimodal delivery has been fully incorporated across the programme to utilise face-to-face, live online, pre-recorded and on-demand resources.

Examples of T&L modes include:

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

Your programme is a mixture of these modes of delivery and your timetable has been carefully constructed to offer an effective blend of on site (in class), live online and Asynchronous (pre-recorded and On Demand) materials. The asynchronous materials are not shown on your timetable as these are flexible learning objects that you can watch and listen to in your own time. The onsite / in class and the live online components are shown on your timetable.

Recordings of face-to-face and online learning environments are made available to learners, when appropriate to do so and not exempt due to the sensitivity or confidentiality of material, for the purpose of reflection and revision. All modules utilise directed e-learning, which means lecturers direct learner interaction with online reusable learning objects (RLOs) and/or discussion forums on the VLE along with supporting e-learning resources. Directed e-learning RLOs can range from an annotated case study in pdf, to a video, to a bespoke animation created by DBS, as long as the lecturer has provided prescriptive direction on the interaction with the RLO. Other e-learning resources include pdfs, video links, links to websites, podcasts etc and any other relevant and appropriate supporting resources.

Multimodal delivery is aligned across weeks to ensure that a mix of modes does not occur within any one day/evening. Modules with synched schedules of delivery have been timetabled together on the same day/evening to ensure consistency of on-campus and online/asynchronous schedules (see sample heat map of multimodal delivery across modules below).

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

Indicative Multimodal Delivery Across Full-time MSc in Digital Marketing and Analytics

Full Time MSc in Digital Marketing
face to face
live online
asynchronous

SEMESTER 1

	Total Hours Req	Week 1	2	3	4	5	6	7	8	9	10	11	12	Break / Total Hours TT
Web Marketing & Metrics (5 ECTS) (cross-listed)	9	2		1			1		2			2	1	9
Currently 2 hours a week for 12 weeks - face to face	7				2			2		1	2			7
(Delivery is subject to change @Toni)	8		2			2	3			2	1			8
Digital Design & Development (10 ECTS)	16	4			4		4			4				16
4 hours per week for 12 weeks (16 Asynch / 16 Synch / 16 Onsite)	16			4		4			4			2	2	16
	16		4				4			4		2	2	16
Strategic Digital Marketing, Consumer Insights & Emerging Trends (10 ECTS)	16	4			4			4			4			16
4 hours per week for 12 weeks (16 Asynch / 16 Synch / 16 Onsite)	16			4		4			4			2	2	16
	16		4				4			4		2	2	16
Research Methods 1 (5 ECTS)	12	2		2			2		2			2	2	12
2 hours per week for 12 weeks	6				2			2			2			6
	6		2			2			2					6
Total Weekly Hours including asynch		12	12	11	12	12	11	13	12	13	13	12	11	
Total Weekly Hours excluding asynch		12	0	11	12	8	3	12	12	1	12	8	7	
Total Weekly Hours face to face		12	0	3	8	0	3	8	4	0	8	4	3	

SEMESTER 2

	Total Hours Req	Week 13	14	15	16	17	18	19	20	21	22	23	24	Total Hours TT
Data & Digital Marketing Analytics (10ECTS)	16	4			4			4			4			16
4 hours a week for 12 weeks (16 Asynch / 16 Synch / 16 Onsite)	16			4		4			4			2	2	16
	16		4				4			4		2	2	16
Digital Advertising & Online Marketing Communications (10ECTS)	16	4			4			4			4			16
4 hours a week for 12 weeks (16 Asynch / 16 Synch / 16 Onsite)	16			4		4			4			2	2	16
	16		4				4			4		2	2	16
Business Intelligence & Visualisation (5 ECTS) (cross-listed)	9	1		2			2		1			2	1	9
Currently 2 hours a week for 12 weeks	7				2			2		1	2			7
	8		2			2	3			2	1			8
Research Methods 2 (5 ECTS)	12	2		2			2		2			2	2	12
12/9; 8/6; 4/4	6				2			2			2			6
	6		2			2			2			2		6
Applied Research Project (30 ECTS)														
Dissertation (30 ECTS)														
Total Weekly Hours including asynch		11	12	12	12	12	12	13	11	13	13	12	11	
Total Weekly Hours excluding asynch		11	0	12	12	8	4	12	11	1	12	8	7	
Total Weekly Hours face to face		11	0	4	8	0	4	8	3	0	8	4	3	

Indicative Multimodal Delivery Across Part-time MSc in Digital Marketing and Analytics

PART TIME MSc in Digital Marketing
face to face
live online
asynchronous

SEMESTER 1

Week	Total Hours	1	2	3	4	5	6	7	8	9	10	11	12	Break	
Web Marketing & Metrics (5 ECTS) (cross-listed) - BMS09MKTQ - Thur 8 to 930	6	1.5		1.5				1.5					1.5		6
Currently 2 hours a week for 12 weeks - face to face	4		1			1			1		1				4
(Delivery is subject to change @Toni)	8		2			2		1		2	1				8
Digital Design & Development (10 ECTS)	12	3			3			3			3				12
4 hours a week for 12 weeks (16 Asynch / 16 Synch / 16 Onsite)	8		2			2			2			2	2		8
	16		4				4			4		2	2		16
Strategic Digital Marketing, Consumer Insights & Emerging Trends (10 ECTS)	12														0
4 hours a week for 12 weeks (16 Asynch / 16 Synch / 16 Onsite)	8														0
	16														0
Research Methods 1 (5 ECTS)	9	1.5		1.5			1.5	1.5		1.5			1.5		9
2 hours a week for 12 weeks	3		1					1		1					3
	6		2				2			2					6
Digital Advertising & Online Marketing Communications (10ECTS)	12														0
4 hours a week for 12 weeks (16 Asynch / 16 Synch / 16 Onsite)	8														0
	16														0
Total hours per week without asynch		6	4	3	3	3	1.5	6	4	1.5	5	2	3		
Total hours per week with asynch		6	12	3	3	7	5.5	7	4	9.5	6	4	5		

SEMESTER 3

Week	Total Hours	1	2	3	4	5	6	7	8	9	10	11	12	Break	
Business Intelligence & Visualisation (5 ECTS) (cross-listed) - BMS09BAN - Wed 615 to 745	6	1.5		1.5				1.5					1.5		6
Currently 2 hours a week for 12 weeks	4		1			1			1		1				4
	8		2			2		1		2	1				8
Research Methods 2 (5 ECTS) - sem3	9	1.5		1.5			1.5	1.5		1.5			1.5		9
12/9; 8/6; 4/4	3		1					1		1					3
	6		2				2			2					6
Data & Digital Marketing Analytics (10ECTS)	12	3			3			3			3				12
4 hours a week for 12 weeks (16 Asynch / 16 Synch / 16 Onsite)	8		2			2			2			2	2		8
	16		4				4			4		2	2		16
Applied Research Project (30 ECTS)															0
															0
Dissertation (30 ECTS)															0
															0
Total hours per week without asynch		6	4	3	3	3	1.5	6	4	1.5	5	2	3		
Total hours per week with asynch		6	12	3	3	7	5.5	7	4	9.5	6	4	5		

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

Learners on the *Master of Science in Digital Marketing and Analytics* will have all class notes, resources, case studies and links to electronic resources made available on Moodle. Modules will be delivered through a blend of asynchronous content and discussion forums with synchronous tutorials and face-to-face workshops, practical lab sessions and lectures, while teaching and learning will use a wide range of materials to assist learners as they enhance their knowledge and understanding of core digital marketing concepts. This approach allows for the reflection and consideration of theories, concepts and issues followed by facilitated discussions in synchronous tutorials to further explore and challenge understanding with peers using case-based scenarios and problems. In-class individual and group exercises are also used to test understanding and drive applied discussions. These interactions can be facilitated with the use of educational technologies, such as online walls and polling.

FAQ

1. What will my class look like?

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into the workshop and then finishing with a tutorial approach. Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, or in-class. However, some activities and approaches are better suited to some modes.

2. How will my class appear on the timetables?

Multimodal delivery is aligned across weeks to ensure that a mix of modes does not occur within any one day/evening. Modules with synched schedules of delivery have been timetabled together on the same day/evening to ensure consistency of on-campus and online/asynchronous schedules.

Typically, a timetabled class will take place in one mode or another, for example through face to face, live online, or recorded. Although the on-demand mode can be used on its own or with any of the other modes. On-Demand will not appear on your timetable as the timetabled class as you will be able to watch the learning content at your own convenience. However, you should include On-Demand in your own learning schedule to make sure that you are fully prepared for the next timetabled class. Information in relation to this will be on your Moodle page and in your Module and Assessment Guides.

3. How many hours per week can I expect to learn using different modes?

Face-to-face contact hours per module average 2 per week for the full-time delivery, and 1.5 per week for the part-time delivery. Live online class contact hours can vary per cohort and can be 2 hours per week for the full-time delivery per module, and 1 hr per week, per module, for the part-time delivery. Asynchronous resources are equivalent for both cohorts.

Should you have any queries, please do not hesitate to contact your Academic Administrator 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 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 supports, 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.

Module Name	ECTS	CA Component Breakdown	Feedback	CA %
Web Marketing Management and Metrics	5	Individual Practical Project 80% Individual Presentation 20%	Oral and written	100%
Digital Design & Development	10	Individual Project Plan 20% Individual Project: Build a Website 80%	Oral and written	100%

Module Name	ECTS	CA Component Breakdown	Feedback	CA %
Strategic Thinking in the Digital Age	10	Descriptive Essay 50% Report: 30% Presentation: 20%	Oral and written	100%
Research Methods 1	5	Individual Open Book Tests: Applied Learning Scenarios 60% Individual Problem Statement and Research Question 40%	Oral and written	100%
Data and Digital Marketing Analytics	10	Individual CA1: Skills-based Assessment 40% Group CA2: Presentation 20% Group CA3 40%	Oral and written	100%
Digital Advertising and Online Marketing Communications	10	Group Project - Strategy & Implementation Plan 80% Group Presentation 20%	Oral and written	100%
Business Intelligence & Visualisation	5	Individual CA1 60% Exam 40%	Oral and written	CA and Exam
Research Methods 2	5	Individual Video Presentation 20% Individual Problem Statement & Research Question 80%	Oral and Written	100%
Applied Research Project (Elective 1)	30	10,000 word Research Project 50% Artefact/Product Demonstration 40%	Oral and written	100%
Dissertation (Elective 2)	30	Oral Defence/Presentation 10% 15,000 word written thesis 10% Poster 80%	Oral and written	100%

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 hand writing 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

Overview of Assessment Submission

Semester 1												
Module	**Wk 1**	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Wk 7**	**Wk 8**	**Wk 9**	**Wk 10**	**Wk 11**	**Wk 12**
Web Marketing Management and Metrics								▓				▓
Digital Design & Development									▓			▓
Strategic Digital Marketing, Consumer Insights, & Emerging Trends											▓	
Research Methods 1						▓				▓		

Semester 2												
Module	**Wk 13**	**Wk 14**	**Wk 15**	**Wk 16**	**Wk 17**	**Wk 18**	**Wk 19**	**Wk 20**	**Wk 21**	**Wk 22**	**Wk 23**	**Wk 24**
Data and Digital Marketing Analytics						▓					▓	
Digital Advertising and Online Marketing Communications								▓		▓		
Business Intelligence & Visualisation								▓		▓		
Research Methods 2											▓	▓

Semester 3												
Module	**Wk 13**	**Wk 14**	**Wk 15**	**Wk 16**	**Wk 17**	**Wk 18**	**Wk 19**	**Wk 20**	**Wk 21**	**Wk 22**	**Wk 23**	**Wk 24**
Applied Research Project											▓	▓
Dissertation											▓	▓

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 as instructed through Moodle will 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* 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 Useful links and tips
Door codes for Bow Lane are available at Reception desks.
Once registered, a learner should use the calendar in their student email account for personal timetables.

. www.dbs.ie
. 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)

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.

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

5.2 Programme Specific Regulations

Research Considerations

It is a requirement of the College that all learners engaging in research within the College sign a declaration to confirm that they have read and understood the *DBS Ethical Guidelines for Research with Human Participants.*

Students or staff working with children must complete Garda Vetting in advance of ethical approval and are advised to conduct the Children's First E-Learning course, an online course provided by Tusla. A copy of the certificate of completion is required for consideration for ethical approval.

Section 6 Supporting Student Success

One of DBS's strategic objectives is to support student success and enhance the student experience. We enable student success through high-quality services and support. The College provides academic resources, student services, engagement support and infrastructure to provide an outstanding student experience and enable strong academic outcomes. The Student Experience Team ensures that our students have the best possible College-life experience and promotes a DBS community and culture focused on their wellbeing and success. The Team has received awards to recognise their efforts.

6.1 The Learner Charter

The DBS Learner Charter, which was revised in early 2022 to reflect the challenges of engagement, defines a number of DBS and learner commitments that will foster a supportive, constructive and positive learning environment for students at DBS.

Section 7 My Career

7.1 Student Careers

The DBS Careers Team is dedicated to ensuring that you are equipped with the right skills to achieve your career goals upon graduation. The Team constantly asks the following questions:

- What is a work-ready graduate?
- What skills does a work-ready graduate need to succeed?
- How can we equip our students with these skills?

During your time in DBS, you will:

- Be given the opportunity to complete a skills self-assessment quiz at various times during your journey in DBS. This will allow you to judge yourself against the skills employers are looking for in graduates, and by following the advice given improve your score throughout your time at Dublin Business School.
- Be asked to complete a number of online mini-modules which will allow you to self-improve across all of the skills employers require from graduates.
- Understand the individual Careers pathway developed for your programme, by following and fully participating in this pathway you will enhance your Career and employment prospects.
- Listen to weekly podcasts with industry influences and leaders
- Attend weekly Careers workshops which have been specifically developed to equip our students for the modern employment market
- Attend Industry events and get the opportunity to talk to recruiters directly
- Have one-to-one sessions with a Careers Coach, which can include areas such as networking, CV preparation, interview skills, job search and building a successful LinkedIn profile.
- have formal and informal opportunities to improve your scores across defined skills, knowledge and attributes that employers are looking for in Graduates.

The Careers Hub is based in Aungier Street behind Reception, and the team can be contacted by e-mail.

Section 8 My Student Life

8.1 Peer Mentor Programme

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

8.2 Class Reps

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

8.3 Student Council

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

8.4 Student Entertainment

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

8.5 Social

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

interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

8.6 Societies

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

8.7 IT Helpdesk

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

8.8 DBS Library

Multiple supports can be accessed through the Library and Academic Hub. Multiple support classes are available. To see the range of support classes available, or to book a support class please visit the library page: 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 2023/24. 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!