1 Module 16   Digital Communications and Customer Engagement

1.1   Headline information about the module

Module title	Digital Communications and Customer Engagement
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	16
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Bachelor of Arts (Hons) in Business Bachelor of Arts (Honours) in Business (HRM) Bachelor of Arts (Honours) in Business (Marketing)
Stage of parent programme	Stage 2
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	Full Time, Part Time, Blended
Entry requirements (statement of knowledge, skill and competence)	Learners must have completed the previous stage or equivalent.
Pre-requisite module titles	Marketing Fundamentals
Co-requisite module titles	None
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Lecturing staff are required to hold a master's degree in marketing or a related discipline. Industry experience is beneficial but is not a requirement.
Maximum number of learners per centre (or instance of the module)	100
Duration of the module	12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	5
Module-specific physical resources and support required per centre (or instance of the module)	• One lecture hall with capacity to hold at least 100 learners with audiovisual facilities such as projector, speakers, Wi-Fi connectivity, etc. • Computer labs to accommodate 25 learners or specific rooms with laptops available to access online digital marketing tools • Online broadcasting and recording capability to stream and store lectures

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1/100	48
Monitoring and small-group teaching	1/25	10
Other (specify) Tutorial		
Independent Learning		
Directed e-learning (hours)		70
Independent Learning (hours)		122
Other hours (specify)		
Work-based learning hours of learning effort		
Total Effort (hours)		250

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%	-	-	-	100%

1.2 Module aims and objectives

This module aims to provide learners with an understanding of the importance of digital marketing in modern business and to gain insight in to current tools and best practices used. Additionally, learners grasp how to use digital marketing strategy frameworks to plan, implement and monitor the effectiveness of digital marketing activities.

1.3 Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

(i) Evaluate the role and contribution of digital marketing in modern business
(ii) Analyse digital marketing channels and best practices used by organisations
(iii) Discuss how digital marketing performance can be measured
(iv) Competently use digital marketing tools and platforms
(v) Discuss the importance of ethics, cultural dimensions and social responsibility in customer engagement.

1.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

Digital marketing is a key element of many organisations' marketing strategies. This module prepares learners to enter the modern workforce, whether it be in a dedicated digital marketing role or one that interacts with digital marketing staff. This module gives learners the ability to design, implement and measure the effectiveness of digital marketing strategies. Additionally, learners develop knowledge and skills of digital marketing practices, tools and key trends.

Modules at stage 1 and 2 do not have an NFQ level and so do not map directly to the Business Awards Standards. However, these modules give the learners the fundamental business knowledge they need to achieve the MIPLOs at award stage which is at level 8 on the NFQ. In that context this module supports the achievement of MIPLOs 4, 5, 6, 9, and 13.

1.5   Information provided to learners about the module

Learners enrolled on this module initially receive a copy of the module descriptor, assessment briefs and assessment strategy.

These materials are given directly by the lecturer but also by the year head as part of the Semester Schedule Handbook for stage 2 modules of the programme. All content is provided on Moodle as well as access to additional content through the library and online resources.

1.6   Module content, organisation and structure

Digital Marketing
- Introduction and definitions of digital marketing
- Digital marketing landscape
- The relationship between marketing and digital marketing
- Digital strategy planning and implementation

Engaging the Connected Customer
- Digital customer engagement and customer service
- Key tools and platforms for online customer engagement

Content Marketing
- Introduction and definitions of digital marketing
- The buyer's journey and personas
- The main formats of content used in marketing
- Content creation best practices and tools

Social Media Marketing
- Introduction and definitions of social media marketing
- Key social networking sites used for marketing
- Social media marketing best practices and tools
- Social media marketing metrics and ROI

Search Engine Optimisation (SEO)
- Introduction and definitions of SEO
- Key social networking sites for marketing
- SEO best practices and tools
- SEO metrics

Online Advertising
- Introduction and definitions of online advertising
- Advertising on Search, social media and other websites
- Online advertising best practices and tools
- Campaign management, ad targeting, budgeting

Email Marketing
- Automation and personalisation
- Email marketing best practices and tools
- Legal requirements: permission, privacy and ethics

eCommerce and Website Design
- The development and role of eCommerce
- Website design and best practices and tools
- Conversion rate optimisation, user experience, customer experience
- Website tools, content management systems and apps

Measurement and Analytics
- Introduction to measurement and analytics
- The relationship between metrics, insights and decisions
- Key analytics tools

Emerging Trends in Digital Marketing
- Emerging industry trends
- Emerging channel trends
- Emerging ethical, sustainability and social responsibility trends

1.7   Module teaching and learning (including formative assessment) strategy

In-class lecture delivery includes videos, PowerPoint lecture notes and additional reading materials. Learners are expected to be fully engaged, take notes and participate with in-class activities. To deepen learners' understanding and critical thinking skills, discussion-based teaching and learning strategies are employed such as Socratic questioning, in-class debates, case study analysis and the jigsaw technique.

For tutorials, the flipped classroom method is employed and learners are expected to engage in preparatory work. The preparatory work forms the basis of in-class activity, with emphasis placed on interactive discussions, work and active use of selected digital marketing tools. Formative feedback is given in tutorials and following the assignment submissions. The results of the assignments inform the tutorial sessions that follow.

Additional high-quality reading and video content is distributed via the VLE to support independent learning and deepen understanding. Additionally, the Moodle discussion forum is used to share material and encourage independent learning.

Learners are assessed by a combination of practical activities and industry certifications to build both knowledge and competence. These assessments are supported through lectures, practical tutorials and supplemental materials distributed via Moodle. Some materials from the certification are incorporated into lectures. Tutorials are used to build learners' skills to complete the practical activities and the industry certification.

Learners complete several practical activities using established digital marketing techniques / tools such as conducting a SEO audit, creating a content marketing plan, creating a company social media account and using an online analytics platform, etc. Learners are graded on their ability to complete all steps in the process to an appropriate quality.

Industry certifications are completed by passing a multiple-choice-question style exam administered by the certification providers (HubSpot, Google, etc.). Consideration is given to ensure the certification is achievable in terms of learner effort hours relative to the overall assessment strategy. For example, we choose certifications that can be completed with approx 8 learner effort hours.

Learners receive a grade that is proportionate to the score they receive from the certification provider. For example, if the learner receives a score of 80% from the certification provider and that component is worth 25% of the module assessment grade, then the learner receives a grade of 20% for that component (80% x 25% = 20%).

1.8   Work-based learning and practice-placement
There is no work-based learning or practical placement in the module.

1.9   E-learning
Griffith College's virtual learning environment, Moodle, is used to engage learners outside of class contact hours and support their independent learning. Class slides and tutorials worksheets are distributed to learners. Online videos are provided to illustrate key points and provide examples of digital marketing in practice. High quality reading materials from relevant institutions and sources are circulated. Moodle discussion forums are used for asynchronous learning as learners are given questions and additional reading to engage with. Online classes and seminars are provided for learners undertaking the 'Blended Learning' courses.

1.10   Module physical resource requirements
The module requires the following physical resources: one lecture hall, with capacity to hold at least 100 learners, with audiovisual facilities such as projector, speakers, Wi-Fi connectivity, etc.; and computer labs to accommodate 25 learners or specific rooms with laptops available to access online digital marketing tools. Online broadcasting and recording capability to stream and store lectures is also required.

1.11   Reading lists and other information resources

Primary Reading
Chaffey, D. and Ellis-Chadwick, F. (2019). *Digital Marketing: Strategy, Implementation and Practice*, 7th edition. Harlow: Pearson.
Kingsnorth, S (2019). *Digital Marketing Strategy: An Integrated Approach to Online Marketing*, 2nd edition. London & Philadelphia: Kogan Page.
McGruer, D (2020) *Dynamic Digital Marketing*. New York. John Wiley & Sons.

Secondary Reading
Angel, G. (2015) *Measuring the Digital World: Using Digital Analytics to Drive Better Digital Experiences*, 1st ed. Upper Saddle River, NJ: Pearson.
Bones, C. and Hammersley, J. (2015) *Leading Digital Strategy: Driving Business Growth through Effective E-commerce*, 1st ed. London: Kogan Page, UK.
Kotler (2017). *Marketing 4.0: Moving from Traditional to Digital.* Hoboken, NJ: Wiley.
Ryan D (2019). *Understanding Digital Marketing*, 4th edition. London: Kogan Page.

Journals
Journal of Digital and Social Media Marketing
Journal of Direct, Data and Digital Marketing Practice
Journal of Interactive Marketing
Journal of Targeting, Measurement & Analysis for Marketing

Websites
www.smartinsights.com
www.hubspot.com
www.mashable.com

www.emarketer.com
www.socialmediaexaminer.com
www.brandrepublic.com
www.allfacebook.com
www.insidefacebook.com
www.ipassexam.com
www.mckinsey.com
www.wordstream.com
www.seomoz.org/
www.searchengineland.com
www.searchenginewatch.com
www.siliconrepublic.com
www.mattcutts.com
https://digitalmarketinginstitute.com/en-ie/blog

1.12 Specifications for module staffing requirements

For each instance of the module, one lecturer must hold a master's degree in marketing or a business related discipline. It is advantageous to have completed relevant industry certification from providers such as HubSpot, Salesforce, Google, Facebook, etc.

1.13 Module summative assessment strategy

Assessment tasks are devised to support learners' achievement of the module learning outcomes. Assessment consists of two pieces of coursework.

In assignment 1, learners complete several practical activities using established digital marketing techniques/tools such as conducting a SEO audit, creating a content marketing plan, creating a company social media account and using an online analytics platform, etc. Learners are graded on their ability to complete all steps in the process to a high quality.

In Assignment 2, learners complete two assessments for industry certification containing multiple choice question style assessments provided by the certification providers (to be chosen by Griffith College, e,g. Hubspot, Google, etc.) Consideration is given to ensure the certification is achievable in terms of learner effort hours relative to the overall module assessment strategy, e.g, we choose certifications that can be completed with approx 8 learner effort hours. Learners receive a grade that is proportionate to the score they receive from the certification provider.

The assessed work breakdown and the respective learning outcomes are as follows:

No.	Description	MIMLOs	Weighting
1	Practical and written report	(i), (ii), (iv) to (vii)	50%
2	Industry Certification 1 (to be chosen by Griffith College)	(i) to (iv), (vii)	25%
3	Industry Certification 2 (to be chosen by Griffith College)	(i) to (iv), (vii)	25%

1.14 Sample assessment materials

The sample assessment materials are included in a separate document.