OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Marketing
J. E. Cairnes School of Business & Economics University of Galway

MSc Digital Marketing

Programme Handbook 2026/2027

Welcome

Congratulations! On behalf of the Discipline of Marketing, I am both happy and honoured to welcome you to the MSc Digital Marketing Programme and our academic community. We are very much looking forward to sharing this new and exciting phase of your life with you.

The Discipline of Marketing at the University of Galway was established in 1980 and is one of five core Disciplines in the J.E. School of Business and Economics. The School has a large suite of Undergraduate and Postgraduate Programmes spread across areas such as Marketing, Accountancy & Finance, Economics, Management and Business Information Systems. Our School Mission is to deliver a high-impact scholarly environment in which students become well-rounded and employable business graduates, and in which its faculty contribute to society, industry and academia through quality engagement and research.

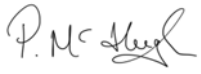
The ethos of the Marketing Discipline has always been to combine a thorough grounding in Marketing as an academic subject, with a practical focus on preparing for careers in the field. Students learn about Marketing and are trained in the important core competencies for business. The Discipline enjoys close links with the business community and has an excellent reputation for industry engagement that has developed over many years through strong relationships with leading marketing institutions, organisations and agencies.

This MSc Digital Marketing is a full-time postgraduate programme that is uniquely designed as a specialist programme, enabling students to blend traditional marketing knowledge with the strategic, analytical and digital skills needed to enter the digital marketing workforce. We have an exciting programme of study planned for you this year. The programme comprises of twelve modules across Semesters 1 and 2, and includes a Marketing Event in May 2027 and Applied Marketing Project. Supplementing the formal curriculum are frequent opportunities to hear distinguished visiting academic and industry speakers as well as former alumni of the Marketing Programmes. Given the relentless pace of change in Digital Marketing, students will be exposed to the latest cutting-edge ideas, techniques and digital marketing frameworks through the analysis of industry best practice.

The contents of this handbook provide you with key information about your course of study in Digital Marketing and offer guidance on the resources available to enable you to engage fully and effectively as a student. While every effort has been made to ensure that the contents of this Handbook are accurate, this Handbook is issued for the guidance of students only.

The Discipline of Marketing is strongly committed to supporting your success as a student and we are thrilled to facilitate your exciting educational journey here at the University of Galway. We hope that your time here will be most productive and enjoyable.

Yours sincerely



Dr. Patricia McHugh, Academic Director

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Please note that changes and amendments to the content of this programme handbook may be required throughout the academic year. The handbook is intended as indicative programme content for the academic year 2026/2027.

School Mission

Energised by our regional edge on the West Coast of Ireland and as a Triple Crown accredited Business School through AACSB, AMBA and EQUIS, and we are a globally engaged School for the public good that makes a transformative impact on students, society and business.

Programme Objectives

The programme aims to:

- Further develop the students' knowledge and critical understanding of marketing to an advanced level.
- Cultivate a comprehensive range of applied and analytical skills in marketing, with a strong emphasis on strategic decision making.
- Expose students to the latest cutting-edge ideas, techniques, and marketing frameworks through the analysis of industry best practice.
- Foster an appreciation of the significant changes and challenges occurring in increasingly competitive marketplaces.
- Develop students' competencies and confidence through professional training in business and marketing skills, including oral and written presentation skills.
- Provide training in the methods and practice of accepted research methodologies.
- Allow students to develop and expand their personal confidence.

Programme Structure

The programme is offered on a full-time basis over one academic year commencing Monday, 7th September, 2026.

The MSc Digital Marketing conforms fully with the European Credit Transfer System (ECTS) and consists of 90 ECTS. Students are required to take subjects in each semester totaling 70 ECTS, as well as a Marketing Event and Applied Project (20 ECTS).

Semester 1 Courses	**Semester 2 Courses**
Social Media Marketing Theory	Digital Marketing Strategy
Inbound Marketing & Content Creation	Digital Metrics & Analytics
Service Marketing	Digital Sales Management
Research Methods	Partnership Marketing
Marketing Performance & Productivity	Strategic Brand Management
Consumption and Society	Marketing Analytics

Work on the Marketing Event & Applied Project can commence in Semester 2. Submission date for the Applied Project is July, 2027 (exact date(s) to be confirmed).

POSTGRADUATE SKILLS DEVELOPMENT

Students in general need support, particularly ahead of an intensive Master's Programme, in study and research techniques appropriate to such a programme. Completing this will be an obligatory but non-examinable component of the programme. It will cover topics such as critical thinking as well as how to summarise, file, store and reference readings, effective note taking, key writing and presentation skills, time and project management, and study revision skills. Please note that the Careers Office also organise useful workshops on career development, presentation skills, CV preparation and we would encourage you to attend these workshops.

Students will be kept informed of all workshops/events throughout the year via Canvas.

ORIENTATION SESSION

On Monday, 7th September, 2026 an Introductory Session to the Discipline and Programme will be held at 9.00 a.m. in ENG-G047 (Engineering Building). **Attendance is mandatory**.

SUPPORT FACILITIES

INFORMATION SOLUTIONS & SERVICES (ISS)

Information Solutions & Services, located inside the main door of the Library, provide technical support for students. To contact the Service Desk, you can do so by logging a call using the following link: https://servicedesk.nuigalway.ie/helpdesk/. Please check the ISS website for updates: https://www.universityofgalway.ie/information-solutions-and-services/.

LIBRARY FACILITIES

Library: Find your way and find out about what Library services you can avail of at https://library.universityofgalway.ie/. You can access the Library using your ID card to swipe in through the front gates.

Please check the Library website for open hours at the following link: Opening Hours -University of Galway Library

Students can book training through the library at: Workshops & Events - Bookings - University of Galway Library (libcal.com)

CANVAS

Canvas is a Virtual Learning Environment (VLE). A VLE is a web-based application designed to facilitate lecturers in the management of modules for their students, especially by helping lecturers and learners with course administration. A VLE is used to supplement face-to-face lectures and tutorials.

Canvas is the VLE in use at University of Galway. It allows students to download lecture notes, reading lists, assessment information and other course-related material from their Canvas sites.

It also contains functions that enable students to interact via class announcements, email, discussion boards.
Canvas Information: https://www.universityofgalway.ie/information-solutions-services/services-for-students/canvas/students/

ONLINE LEARNING RESOURCES
Useful Online Learning Resources:

THE CAREER DEVELOPMENT CENTRE (CDC)
The Career Development Centre (CDC) aim to provide students at the University of Galway with a quality career guidance and information service focused on facilitating and empowering you to manage your own career development and make effective career transitions. Support is provided on Employability, Guidance and Opportunities. Events are held each semester with many graduate employers on campus. Students and recent graduates can use Careers Connect to view events, job / internship / funding opportunities and students can also use it to book an appointment with a member of the CDC team. Please check https://www.universityofgalway.ie/career-development-centre/ for opening times and contact details.

ACADEMIC SKILLS HUB
The Academic Skills Hub aims to support all University of Galway students to develop the key skills required for academic success. The Academic Skills Hub provides introductions to, advice and resources on key academic skills, such as those outlined below:

- Getting organised,
- IT and digital skills,
- Reading and research skills,
- Communication skills,
- Critical Thinking,
- Maths,
- Academic Writing, and
- Assignment and Exams.

Links to a range of **additional sources of support** for students, including Library resources and academic skills workshops through the Academic Skills Hub can be accessed here: https://www.universityofgalway.ie/academic-skills/.

THE MAKERSPACE
The MakerSpace (MakerSpace for Students - University of Galway) is a space where students can be creative, collaborate, share develop ideas, innovate, and generally just 'make stuff'. The space is available for staff and students to use at any time while the

library is open (Opening Hours - University of Galway Library) You can book equipment such as drones, VR headsets and tripods, for up to one week, in advance or just drop in. Adobe CC can also be used on the PCs and Macs in the MakerSpace.

IDEAS LAB

IdeasLab is University of Galway's student innovation hub. We fuel student creativity, ideas and innovation. If you want to meet new people, develop lifelong skills, work to solve global challenges or set up a new business, IdeasLab is the place to start. For more information, see: IdeasLab - University of Galway

STUDENT REGISTRY HELPDESK

The Student Information Desk (SID) (https://www.universityofgalway.ie/student-registry-helpdesk/) is located on the Ground Floor in Aras Ui Chathail on the main campus. Services offered include Admissions, Registration, Exams, ID Cards, Change of details, Validation & Stamping of Forms etc.
Email: askregistry@universityofgalway.ie or telephone (091) 495999. Please check the website for opening times and updates prior to visiting.

STUDENT SUPPORT

Details for student support for all students, including Student Health Unit, Career Guidance, Counselling International Office, Financial Matters, disability are available on https://www.universityofgalway.ie/student-life/student-support/

SAFE CAMPUS

University of Galway has an initiative on campus #**SafeCampus**. It is a new initiative that pulls together and centralises Events, Policies, Programmes and Advice on keeping safe while at university.
SafeZone is a free-to-download and easy-to-use app.
Visit Google Play or the App Store and search 'SafeZone' to download.
More information is available at:
https://www.universityofgalway.ie/safecampus/

INFORMATION ON ADDITIONAL FACILITIES AVAILABLE TO STUDENTS

Please consult https://www.universityofgalway.ie/students/ for all information relating to:

Academic Information, e.g. dates of term, code of conduct, exams, registration, plagiarism, etc.
Facilities, e.g. Canvas, Computers including User Support, Email, Gym, Library, Parking, PC Suites, Restaurants, Sports Clubs etc.
Support Services, e.g. career development, counsellors, disability office, student contact centre, student health centre, student volunteering, etc.

PARKING AND BICYCLES

It is essential that you purchase/renew your Student Parking Permit before you park in the university grounds. Without the permit you will be clamped and issued a parking

fine. The clamping company makes no exceptions. There is a Park and Ride facility from Dangan Car Park. You will find all details on parking in the University on this link https://www.universityofgalway.ie/buildings/service-helpdesk/parking-get-to-around/.

Bicycle racks are located at the back of the Cairnes Building. The secure bicycle compound (see the Cycling Map for location - Cycling-Facilities_Galway-A4-Map.pdf is located to the west of the Arts Science Building. Anyone with a valid in date student / staff University ID card can access the compound. You must also swipe out. As part of ongoing improvements to cycle facilities additional covered bicycle racks have been installed in several places around campus.

POLICY STATEMENTS & REQUIREMENTS

STUDENT CODE OF CONDUCT

The University of Galway Student Code of Conduct offers guidelines as to the norms of behaviour that accord with the obligations of students. More specific guidance as to the Universities requirements of students are from time to time set out in other student policies, which are available on the University's web site: QA-616-University-of-Galway-Student-Code-of-Conduct-(Oct-2022).pdf (universityofgalway.ie).

ATTENDANCE REQUIREMENT

The MSc Digital Marketing is a full-time programme of study beginning 7th September, 2026, and spanning one calendar year, requiring students to be available for classes, project work, and any additional course activities and events (e.g. seminars, workshops) from Monday to Friday during term time. Students are required to attend all lectures, seminars, and course events. In the exceptional circumstance where a student is unable to attend college for periods during term, this must be approved through the School Office and the Programme Director must be kept informed.

LATE SUBMISSION OF COURSEWORK POLICY

You are expected to submit your work by the deadline set by the lecturer for each assignment. You may only be granted an extension in very exceptional special circumstances. If you do not submit your work on time, you will be subject to a penalty. Your work will first be marked without penalty and a penalty will then be applied.

ACADEMIC INTEGRITY

Academic integrity has been defined as "a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage" (International Centre for Academic Integrity, 2021, p. 4). Academic integrity is essential to achieving an equitable and accountable learning and research environment. It calls for the courage and strength to adhere to upright moral values, even in the face of adversity.

Maintaining academic integrity requires truth and honesty, and at times courage, and hard work. However, in return it enables and enhances your development not only as a scholar, but as a person, a member of the University community, a potential employee, and a member of society. Maintaining academic integrity allows both you and your professors to see the extent of the knowledge you have gained through your studies and hard work. It also advocates that no student is placed at an unfair disadvantage because of another's dishonest behaviour. In this way academic integrity safeguards the reputation of the University, perceptions of graduates' learning, and thus the value of your academic qualification.

To learn more, University of Galway students chat about what Academic Integrity means to them: **What is Academic Integrity?**

Working and writing with integrity requires accurately representing what you contributed, as well as acknowledging how others have influenced your work. As a student on the MSc Digital Marketing Programme at University of Galway, you will be required to complete Academic Integrity Training. More information on this will be made available during the Semester.

PLAGIARISM POLICY (ADAPTED FROM THE UNIVERSITY OF GALWAY PLAGIARISM CODE OF PRACTICE)

1. Plagiarism is the act of copying, including or directly quoting from, the work of another without adequate acknowledgement. The submission of plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with appropriately by the University following the procedures outlined here and with reference to the Disciplinary Code.

2. All work submitted by students for assessment purposes is accepted on the understanding that it is their own work and written in their own words except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.

3. Whilst some cases of plagiarism can arise through poor academic practice with no deliberate intent to cheat, this still constitutes a breach of acceptable practice and requires appropriate investigation and action.
    a. Intentional plagiarism is the clear intent to pass off another person's work or ideas as your own for your own gain.
    b. Unintentional plagiarism may occur if you do not understand the appropriate way to acknowledge the source of your ideas and information. If you are unsure of the acceptable methods of acknowledgment you should consult with your lecturer or the library staff. Proven plagiarism is a very serious matter which may result in severe disciplinary action and/or exclusion from the University.

4. Cases in which students knowingly permit others to copy their work shall also be subject to the procedures outlined here and considered an offence.

5. A member of teaching staff who suspects that a submitted piece of student work may be plagiarised should notify the appropriate plagiarism adviser in their faculty/cognate area. A short report including a copy of the suspected example and any evidence for plagiarism should be forwarded to the adviser.

6. The plagiarism adviser shall conduct an investigation of the alleged plagiarism, firstly determining whether it represents a "minor" or "major" offence.

7. All cases of plagiarism are an offence and students should familiarise themselves with the University of Galway code of practice on plagiarism available at: QA220-Academic-Integrity-Policy.pdf

COMPLAINTS & APPEALS POLICY

Issues about a particular course should, in all instances, be first fully discussed with the course lecturer responsible for that course.

Appeals in relation to examination results are governed by the Examinations Office and information on Appeals Procedure is available at: Appeals - University of Galway.

DATES OF TERM

First Semester:

Teaching begins:	Monday, 7th September, 2026.
Teaching ends:	Friday, 27th November, 2026.
Study week:	Monday, 30th November, 2026.
Examinations begin:	Monday, 7th December, 2026.
Exams end:	Friday, 18th December, 2026.

Second Semester:

Teaching begins:	Monday, 11th January, 2027.
Teaching ends:	Friday, 2nd April, 2027.
Study Week:	Monday, 12th April, 2027 – Friday 16th April 2027.
Exams begin:	Monday, 19th April 2027.
Exams end:	Thursday, 6th May, 2027.
Marketing Event:	May, 2027 (exact date(s) to be confirmed*)

*Please do NOT make any arrangements that conflict with attendance and participation at the Marketing Event and Applied Project briefing (which happens at the end of Marketing Event).

SEMESTER 1
(PLEASE NOTE THIS TIMETABLE IS PROVISIONAL AND IS SUBJECT TO CHANGE)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 – 11.00 a.m.	MK5146 Consumption & Society (Sheila Malone) *Weeks 6, 7, 9, 10, 11, 12* [ENG G047]	MK563 Research Methods (Sinead Duane) [D'arcy Thompson-AC003]	MK5117 Services Marketing (Sheila Malone) [ENG-G017 LT2]		*Independent study/ Reading / Assignments /Revision (See below)
11.00 a.m. – 1.00 p.m.		**11-1 p.m.** MK5139 Social Media Marketing Theory (Ann Torres) [CSB-1005]		**12-2 p.m.** MK5143 Inbound Marketing & Content Creation (Patricia McHugh) [AC002, Anderson Theatre]	
1.00– 2.00 p.m.	*Mandatory Citing and Referencing Skills Workshop (Ann Torres) Weeks 1,2,3, 4 & 5 [CA111] MK5146 Consumption & Society (Sheila Malone)				

	Weeks 6, 7, 9, 10, 11, 12 [CA111]				
2.00-3.00p.m.	*Mandatory Citing and Referencing Skills Workshop (Ann Torres) [CA111, Cairnes Weeks 1,2,3, 4 & 5) MK5146 Consumption & Society (Sheila Malone) Weeks 6, 7, 9, 10, 11, 12 [CA111]	MK5133 Marketing Performance & Productivity (Michal Folwarczny) (SC005 Tyndall Theatre) (2-3p.m.)			
3.00–4.00 p.m.		MK5133 Marketing Performance & Productivity (Michal Folwarczny) (SC005 Tyndall Theatre) (3-4p.m.)			

CA=Cairnes Building; ENG=Engineering; AC=Concourse, the Tyndall theatre is the Concourse.

*Fridays are reserved for module related work such as reading, assignments, revision and any other Programme related content that may arise during the Semester.

Mandatory training workshops:

- Monday, September 21st, 9-11am Finding Books & Articles, Cite them Right and Endnote,
- Monday, September 28th, 9-11am Literature Review: An Introduction to Searching the Literature, Searching the Literature, ENG G047.
- Monday, October 5th, 9.30-11am Academic Writing, ENG G047.

MARKETING DISCIPLINE NORMS

GRADUATE ATTRIBUTES STATEMENT
J.E. Cairnes School of Business & Economics

The attributes which a successful, fully engaged student can develop while studying at the J.E. Cairnes School of Business & Economics, University of Galway, include:

- Knowledge
  - Academic achievement and expertise
  - Ability to solve new challenges and problems

- Skills
  - Able to make sense of complex information from a variety of sources
  - Apply effective decision making to global business problems
  - Identify, analyse and solve applied problems in individual and team-based settings
  - Communication skills in a variety of contexts, styles and media
  - Teamwork, collaboration and effective leadership
  - Creative, enterprising and resourceful

- Disposition
  - Personal responsibility and a commitment to lifelong learning
  - Valuing of ethical and professional standards, integrity, responsibility and good citizenship
  - Appreciation of the importance of place, identity and culture in a global context

Discipline of Marketing - Grade Descriptors for MSc Programmes

Percentage	Translation
90 - 100%	Exceptional
80 - 89%	Exemplary
70 - 79%	Excellent
60 - 69%	Very good
50 - 59%	Good
40 – 49%	Acceptable
35 – 39%	Fail
<35%	Fail

First Class Honours 90-100%
Exceptional work, engaging profoundly, systematically and comprehensively with the assessment brief, brilliantly demonstrating

- an exceptional master of the subject, demonstrating the competencies and learning outcomes expected by that subject at the highest level
- an exceptional ability to organise, analyse and express ideas and arguments in an original, sophisticated and discriminating manner using a range of formats
- an exceptional capacity for critical thinking/analysis, where appropriate to the subject
- the display of penetrative insight, originality and creativity.

First Class Honours 80-89%
Exemplary work engaging deeply and systematically with the assessment brief, with consistently impressive demonstration of

- a comprehensive mastery of the subject, demonstrating the competencies and learning outcomes expected by that subject
- reflecting deep and broad knowledge and critical insight as well as extensive reading/research
- an exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis using a range of formats
- a highly developed capacity for original, creative, logical and/or critical thinking.

First Class Honours 70-79%
Excellent **work engaging closely and systematically with the assessment brief, with consistently strong evidence of**

- a comprehensive mastery of the subject matter or required competencies and

learning outcomes expected by that subject

- excellent ability to organise, analyse and express arguments fluently and lucidly with a high level of critical analysis using a range of formats
- a highly developed capacity for original, creative, logical and/or critical thinking.

Second Class Honours 60-69%

Very Good work, engaging substantially with the assessment brief, demonstrating a strong grasp of the subject matter or required competencies, well supported by evidence and relevant citation (where appropriate)

- well-developed capacity to analyse issues, organise material, present arguments clearly and cogently
- some original insights and capacity for creative and logical thinking.

Second Class Honours 50-59%

Good work providing a competent response to the assessment brief (i.e. factually sound) with evidence of a reasonable familiarity with the relevant literature and techniques

- acceptable grasp of the subject material or required competencies
- ideas stated rather than developed and not fully supported by evidence and relevant citation (where appropriate)
- writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary
- omission of parts of the subject in question or the appearance of several minor errors
- limited critical awareness and analytical qualities
- limited evidence of capacity for original and logical thinking

Pass 40-49%

Acceptable work providing an adequate response to the assessment brief with limited familiarity with the relevant literature and techniques

- basic grasp of subject matter or required competencies but limited focus on question asked
- unclear presentation of argument, random layout, with some omissions or inaccuracies in answer
- argument insufficiently developed
- very limited evidence or relevant citation supplied
- appearance of one major error and minor errors
- inclusion of unsubstantiated statements and/or irrelevant material
- descriptive rather than argumentative or analytical answer presented
- an attempt to solve moderately difficult problems related to the subject material and an attempt to examine the material in a critical and analytical manner only partially successful
- an incomplete or rushed answer e.g. the use of bullet points through part / all

of answer.

Fail 35-39%

Work does not meet **some** of the minimum criteria required by the assessment brief, which

- demonstrates insufficient understanding of the assessment brief displayed
- mostly does not address the assessment brief resulting in largely irrelevant work
- displays some knowledge of material relative to the assessment brief, but with very serious omissions / errors and/or major inaccuracies included in the work is incomplete work
- has an unclear and confusing layout / underdeveloped structure
- poor analytical skills, with an absence of argument
- random and undisciplined development - limited structure
- significant plagiarism or reliance on questionable sources
- lack of clarity
- material of marginal relevance predominating.

Fail <35% -

Work does not meet **many or any** of the minimum criteria required by the assessment brief, and may

- demonstrate insufficient understanding of the assessment brief
- not address the assessment brief at all, resulting in the submission of irrelevant work
- display inadequate knowledge relative to the assessment brief
- be largely incomplete
- demonstrate very poor analytical skills, with an absence of argument (where appropriate
- have random and undisciplined development – poorly structured work
- contain confused expression, poor spelling
- involve substantial plagiarism
- predominantly consist of irrelevant material.

Discipline of Marketing Writing Guide 2026-2027

Dr. Ann Torres, Discipline of Marketing, University of Galway

Introduction

This guide is designed to assist you in developing written assignments for the Discipline of Marketing.

Assessment

Assessment may vary from module to module. In addition to specific module requirements, written assignments will also be assessed according to:

- ***Presentation:*** Presentation refers to organisation, structure, flow, sentence construction, word usage, grammar, punctuation, page numbering, and complete, accurate referencing.
- ***Review and Synthesis:*** Review refers to the summary of the literature pertaining to the question, whereas synthesise explicitly discusses the relationships between a set of ideas, or the conflicts between them.
- ***Critical Analysis:*** Analysis refers to the arguments developed to assess critically the topic. **Critical analysis refers to** the ability to make a reasoned judgement, based on available information, while also being cognisant of the nature and limits of knowledge. For more information, please click here.
- ***Persuasive Impact:*** Persuasive impact refers to the quality of the arguments given, rather than the conclusion given.

Title Page

The title page should give all relevant details, such as title, course, programme, name, student identification number, date, word count (i.e., excluding references), submitted to whom.

Formatting

The suggested document format is 1.5 spacing, using the fonts Times or Times New Roman in font size 11 or 12. Please ensure all fonts and formatting are consistent. Pages should be numbered. Include a list of references at the end of the essay using the Harvard style of referencing.

Headings and Subheadings

Sections should be indicated by headings in **BOLD CAPITALS**. Subsections should be indicated by headings in: ***Italics*** and *Italics*. Headings should be left aligned, while the text should be left and right aligned, as shown below:

TITLE IN BOLD CAPITALS
Major Headings in Bold Upper and Lower Case
Subheadings in Bold Italics Upper and Lower Case
Further Subheadings in Italics Upper and Lower Case

Tables and Figures

The number and title should appear above the table or figure. Tables and figures should be numbered consecutively within the document. If the table or figure is taken from a referenced source, then the full citation should appear below the table or figure. If the

document is a report and requires a table of contents, then a list of tables and a list of figures should be included after the table of contents.

Abbreviations

Name of organisations, government agencies, long technical names, and names of techniques should be abbreviated if they occur frequently in the document. However, they should be spelt out when first used and followed by their abbreviations in parentheses, for example, just-in-time (JIT), corporate social responsibility (CSR), fast moving consumer goods (FMCG). Thereafter, only the abbreviation is used without parentheses. If numerous abbreviations are used, a complete list of these abbreviations and their meanings should be provided in an appendix.

Footnotes

The use of footnotes should be kept to an absolute minimum. Do not use footnotes for citations. Acknowledgement of help from an unpublished source such as an interview or speech can be made in a footnote. Footnotes should be numbered consecutively throughout the document with superscript numerals. They must be placed at the bottom of the page on which the footnote refers.

Appendices

Appendices are bound with the main document and include any materials, which are not central to the assignment, but may enhance a reader's understanding such as: an example of the questionnaire, list of questions used for probing during in-depth interviews, a broad list of quotations organised by theme or organisation. Refer to appendix items within the main body of the text. Number and title each appendix item. Similar to tables and figures within the main body of the text, tables and figures within the appendices should be fully explained and sourced.

Writing Style

The aim is to communicate clearly, coherently and succinctly. Hence, the writing style should be uncluttered and concise. Please use spell and grammar checks to identify errors. Proof read carefully, as presentation is important. One way to proof read is to read the document aloud to identify passages that require revision. Another suggestion is to have someone else proof read the document. Grammar, sentence construction, language, word choice, structure and flow of arguments will be considered in determining the final mark.

Sentences and Sentence Construction

Avoid one-sentence paragraphs. Clear, concise sentences are preferable to lengthy, complex ones. If one word will suffice, do not use two, unless it enhances clarity. Please do not use a list of bulleted points to present a cohesive argument. Arguments and analysis should be presented in paragraph form. Avoid redundancy. More specific points with respect to sentence construction include:

- Please do not begin a sentence with a numeral. Rather than *"12 schools of thought were discussed by Sheth, Gardner and Garrett. (1988)…."* please write, *"Twelve schools of thought were discussed by Sheth, Gardner and Garrett. (1988)…."*
- Conditional sentences use the construction *"If marketing <u>were</u> considered a science …"* rather than *"If marketing <u>was</u> considered a science …"*

- Please do not end sentences with prepositions, such as *to, from, with,* and *after*. Correct trailing prepositions by recasting the sentences. Rather than *"Which school of thought should marketing scholars subscribe to?"* please write, *"To which school of thought should marketing scholars subscribe?"*

Language and Word Choice

Avoid colloquial language. Rather than *feel* or *hope* use the word *believe.* Do not use personal pronouns *I* or *we.* Instead, use impersonal nouns, such as *the author of this analysis.* Do not confuse *their* with *they're,* or *there.* Similarly, do not confuse *its* with *it's,* and *to* with *too* or *two.* The words *that* and *very* are overused and may not be required within the sentence to enhance clarity. When the word *this* is used, particularly at the beginning of a sentence, ensure to clarify to what *this* refers. Eliminate trite, meaningless phrases, such as: *it is clear that, it is presumed that, because of the fact that, in the field of marketing, in the first place, at present,* and *at that time.*

Grammar and Punctuation Convention

Please abide by the rules of grammar. Possession is demonstrated using an apostrophe followed by the letter 's'. Hence, *"Hunt's belief is that marketing, as an area of study, may be considered a science."* is preferable to *"Hunts belief is that marketing, as an area of study, may be considered a science."* There are no spaces before a comma or a full stop. There is one space after a comma and after a full stop. A colon (:) introduces a series of items, where as a semi-colon (;) is used to connect independent clauses and indicates a closer relationship between the clauses than a period.

Plagiarism and Collusion

Citing and Referencing

It is vital the assignments and essays submitted *are one's own work*. Plagiarism software will be used to check whether the work of others has been appropriately referenced. Referencing is important as a means to:

- Acknowledge the work of others
- Lend support to arguments presented
- Demonstrate knowledge and scope of the literature consulted
- Give elliptical explanations (enthymemes) by referring to established concepts and theories
- Allow readers to trace arguments presented.

References should be used throughout the text, as appropriate, and listed alphabetically at the end of the document. The Harvard style of referencing is to be used in all written assignments. If any questions arise regarding referencing, please ask a member of staff.

Plagiarism

Plagiarism is considered so serious an academic offence that it may result in disciplinary action. The range of penalties for plagiarism includes expulsion from the university. Because plagiarism can have severe disciplinary consequences, it is crucial to understand the concept. Plagiarism is the use of another person's ideas or work without appropriate acknowledgement. Hence, plagiarism is the act of presenting the work of another writer, or work accessed or purchased through internet services, as if it were one's own.

Just as scientists demand complete and accurate information about experiments so these experiments may duplicated and verified; scholars and readers demand complete information so they may check the use of sources and accuracy in reporting what others have said. In all academic writing, complete citations must be given (e.g., author, title, source, page, date, publication details) each time someone else's ideas, words, unusual phrasing, or information is used. When another person's work is used, in any form, it must be cited, either as a source of thoughts or as a direct quotation. A plagiarism spectrum identifying ten types of plagiarism may be found at: https://www.turnitin.com/static/plagiarism-spectrum/.

Responsibility for Acknowledgement

It is the onus of the student to ensure written assignments are appropriately referenced. Three steps are necessary to avoid any possible suggestion of plagiarism. First, always put quotation marks around someone else's words and credit them to their source in the reference, and give the page number of where the specific quotation may be found. Second, when borrowing the ideas of another writer, say this clearly. Borrowing ideas is a perfectly acceptable aspect of academic work, provided appropriate acknowledgement is made. Third, every reference cited in the text must appear in the list of references and must contain all the data necessary for identification. All references should be complete to the extent that if a reader wants to find a particular reference, they can do so easily. References are to be listed alphabetically by author at the end of a written document. If there are two articles by the same author, or authors, then these should be presented in ascending chronological order of date of publication. In short, the guidelines for citing and referencing are:

- When summarising a passage in one's own words, cite the source.
- When quoting, reproduce the passage faithfully, use quotation marks and cite the source.
- When using information that might not be considered common knowledge, cite the source.
- When in doubt about whether to give a citation, give it.
- Include all cited sources in the list of references at the end of the document.

Assistance and Sources

On the Academic Writing Centre site there are video tutorials on writing, citing and referencing, which may be found at: Tutorials & Guides - University of Galway. The following books are useful guides in developing more effective writing styles:

Bovee, C.L. and Thill, John V. (2012) *Business Communication Today*, *11th edition,* Harlow, England: Pearson.
Strunk Jr., W. and White, E.B. (1999) *The Elements Of Style, 4th edition.* New Jersey, USA: Allyn & Bacon.

The James Hardiman Library's *Guide to Citing and Referencing*, may be found at:. A resource, which addresses most issues on citing and referencing is the monograph: https://library.universityofgalway.ie/media/library/files/awcdocuments/Harvard-Cheat-Sheet-2015.pdf A resource, which addresses most issues on citing and referencing is the monograph:

Pears, R. and Shields, G. (2013) *Cite Them Right: The Essential Referencing Guide*, *9th Edition*, London, England: Palgrave MacMillan.

Discipline of Marketing Module Norms 2026-2027

For each module and submission on the MSc Digital Marketing Programme, you will be asked to submit an Integrity Statement, a Team Contract Form for group submissions and perhaps a Learning Agreement. These documents are contained below for your information. Our thanks to Dr. Ann Torres who updated these documents for AY26/27.

OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Marketing Discipline
Student Integrity Statement – Individual Submissions

Learners are to complete and sign this form before submitting coursework.

I have read and understood the ***University's Academic Integrity Policy QA220***: https://www.universityofgalway.ie/media/academicintegrity/files/QA220-Academic-Integrity-Policy.pdf

I certify that this submission for assessment on the ***[insert the MSc/MA programme title here]*** programme represents entirely my own collaborative work. All sources have been properly cited and acknowledged using **Harvard referencing style**. Where I have used others' work, it has been appropriately paraphrased or enclosed in quotation marks with full attribution. I have not engaged in plagiarism, collusion with unauthorised parties, or any form of academic misconduct.

In accordance with the *University's Academic Integrity Policy QA220,* I confirm the following by checking each box:	
Understanding of Consequences: I understand the potential consequences of submitting work that violates the *University's Academic Integrity Policy QA220*, including penalties for plagiarism, whether intentional or unintentional.	
Original Authorship: The work submitted is my own original effort and has not been produced by any third party, commercial service, or contracted entity for payment.	
Proper Attribution: All sources, materials, and references used in this work have been appropriately cited and are genuine and authentic. I have not falsified any references to enhance the credibility of my submission.	
No Unauthorised Collaboration: For this submission, I confirm I have not engaged in unauthorised collaboration with individuals, including other students, alumni, essay mills, or any contracted academic services.	
***Technology and AI Disclosure**: I have clearly identified and disclosed all platforms, tools, and artificial intelligence (AI) systems used in preparing this work, including, but not limited to ChatGPT, Claude, Gemini, Llama, Deepseek, Grok, Qwen, and Mistral.	

***Description of Platforms and Tools Used**
Please provide a detailed description of all digital platforms, software, tools, and AI systems used in the preparation of this submission. Include how each tool was used, what specific tasks it assisted with, and the extent of its contribution to the final submission.

The video, ***Unsure about AI? Just Ask***, offers useful advice regarding using AI in assessments. It is available at: https://library.flinders.edu.au/students/ai

Platform/tool	**Specific purpose/task for how it was used; provide a detailed description** N.B. Keep ***all*** records of AI use in this assignment, including prompts and outputs.	**How the output was integrated or modified**	**Estimated extent of contribution to the work submitted in percent (%)**

Using the Harvard syle of referencing, provide citations for all AI tools used in this assignment, including, but not limited to:

- **LLMs** (e.g., ChatGPT, Claude, Gemini, Llama, Deepseek, Grok, Qwen, and Mistral)
- **Grammar and Editing Assistants** (e.g. Grammarly, ProWritingAid, LanguageTool, Microsoft Editor, and Quillbot)
- **Visual Design and Creative Assistants** (e.g., Canva, Microsoft Designer, Visme, Gamma, Adobe Express, and Pomelli.)
- **AI Video Generators** (e.g., Runway, Kling AI, Google Veo, and Luma Dream Machine)

Platform/tool	**Citation**

I confirm I have read, understood, and agreed to the contents of this statement.

Student ID	**Name**	**Signature**	**Date**

OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Marketing Discipline
Student Integrity Statement – Team Submissions

Team members are to complete and sign this form before submitting coursework.

We have read and understood the ***University's Academic Integrity Policy QA220***: https://www.universityofgalway.ie/media/academicintegrity/files/QA220-Academic-Integrity-Policy.pdf

As a team, we certify that this submission for assessment on the ***[insert the MSc/MA programme title here]*** programme represents entirely our own collaborative work. All sources have been properly cited and acknowledged using **Harvard referencing style**. Where we have used others' work, it has been appropriately paraphrased or enclosed in quotation marks with full attribution. We have not engaged in plagiarism, collusion with unauthorised parties, or any form of academic misconduct.

In accordance with the *University's Academic Integrity Policy QA220,* we confirm the following by checking each box:	
Understanding of Consequences: We understand the potential consequences of submitting work that violates the *University's Academic Integrity Policy QA220*, including penalties for plagiarism, whether intentional or unintentional.	
Original Authorship: The work submitted is our own original effort and has not been produced by any third party, commercial service, or contracted entity for payment.	
Proper Attribution: All sources, materials, and references used in this work have been appropriately cited and are genuine and authentic. We have not falsified any references to enhance the credibility of our submission.	
No Unauthorised Collaboration: For this team project, we confirm we have not engaged in unauthorised collaboration with individuals outside our designated team, including other students, alumni, essay mills, or any contracted academic services.	
***Technology and AI Disclosure**: We have clearly identified and disclosed all platforms, tools, and artificial intelligence (AI) systems used in preparing this work, including, but not limited to ChatGPT, Claude, Gemini, Llama, Deepseek, Grok, Qwen, and Mistral.	

***Description of Platforms and Tools Used**
Please provide a detailed description of all digital platforms, software, tools, and AI systems used in the preparation of this subission. Include how each tool was used, what specific tasks it assisted with, and the extent of its contribution to the final submission.

The video, ***Unsure about AI? Just Ask***, offers useful advice regarding using AI in assessments. It is available at: https://library.flinders.edu.au/students/ai

Platform/tool	Specific purpose/task for how it was used; provide a detailed description N.B. Keep ***all*** records of AI use in this assignment, including prompts and outputs.	How the output was integrated or modified	Estimated extent of contribution to the work submitted in percent (%)

Using the Harvard syle of referencing, provide citations for all AI tools used in this assignment, including, but not limited to:

- **LLMs** (e.g., ChatGPT, Claude, Gemini, Llama, Deepseek, Grok, Qwen, and Mistral)
- **Grammar and Editing Assistants** (e.g. Grammarly, ProWritingAid, LanguageTool, Microsoft Editor, and Quillbot)
- **Visual Design and Creative Assistants** (e.g., Canva, Microsoft Designer, Visme, Gamma, Adobe Express, and Pomelli.)
- **AI Video Generators** (e.g., Runway, Kling AI, Google Veo, and Luma Dream Machine)

Platform/tool	Citation

We confirm all team members have read, understood, and agreed to the contents of this statement.

Student ID	Name	Signature	Date

OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Team Contract Form

Please submit a soft copy of the Team Contract Form with each assessment, signed by each team member.

The Team Contract Form describes the general rules governing the team and the responsibilities of every team member. Please include additional rules and responsibilities as you, the team members, see fit. Your signature on this contract form signifies your commitment to adhere to these rules.

Team Number and Name: _____

All team members agree to:

1. Mark Allocation
Objectively evaluate and agree with other team members **by consensus** on the contribution of each team member to the team effort, out of 100%. These marks will be taken into account in the allocation of marks for the CA for each team member.

2. Meeting Documentation
- The method of recording team meetings is: _____ These notes will be safeguarded by: _____

3. Communication Protocols
- Primary communication platform: _____
- Response timeframe: Within _____ hours for urgent matters, _____ hours for general communications
- Meeting frequency: _____
- Preferred meeting platform: _____

4. Decision-Making Process

- **Decision method:** □ Consensus □ Majority vote □ Other: _____
- **Escalation process for disagreements:** _____

5. Work Distribution and Accountability
- **Task allocation method:** _____
- **Progress check-ins:** Every _____ days/week
- **Deadline adherence:** Work to be completed _____ days before submission deadline
- **Quality standards:** All work to be reviewed by at least _____ team member(s)

6. Conflict Resolution Approach

- **Initial discussion timeframe:** Issues to be raised within _____ days of occurrence
- **Mediation approach:** _____
- **Documentation requirement:** All conflicts and resolutions to be documented in meeting notes

7. Additional Team Norms

a) _____
b) _____
c) _____

Issue Resolution Process

If a member of the team repeatedly fails to meet these ground rules, the other team members are expected to take the following actions:

Step 1: Meet as a team to discuss the challenges or difficulties being experienced.

Step 2: *Your team must complete this step*

- **Specific actions to be taken:** _____
- **Timeline for improvement:** _____
- **Support measures:** _____
- If not resolved within _____ days, proceed to Step 3.

Step 3: Meet again as a team to discuss the challenges or difficulties still being experienced.

Step 4: *Your team must complete this step*

- **Alternative solutions:** _____
- **Modified responsibilities/support:** _____
- **Final timeline:** _____
- If still not resolved within _____ days, proceed to Step 5.

Step 5: Bring the issue to the attention of the lecturer. However, before this step becomes necessary, the team should try on multiple occasions to find a fair and equitable solution to the problem. **N.B.** The lecturer will request a copy of the meeting notes.

Marks Division by Consensus

We confirm all team members have agreed to divide the 100 marks, **by consensus**, as follows:

Student ID	Name	Signature	Marks Allocation
		Total	**100%**

- Ideally, the difference between the allocation of marks should not be greater than 10%.
- If the difference exceeds 10%, major team issues must be addressed prior to completing this form.
- If all members contributed equally, everyone should receive the same mark (e.g., 25% each in a team of 4 persons).

OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

MKXXX Module Title

Learning Agreement

This module is interactive and practice-based. Success depends on active participation, teamwork, and professionalism. The following agreement sets out our shared expectations to ensure a positive, productive, and respectful learning environment.

1. Engagement & Attendance: *I will …*

- Attend scheduled sessions and arrive on time, prepared to participate.
- Notify the lecturer in advance whenever possible, if I need to miss a class.
- Confirm that consistent attendance and contribution are essential for my learning and for my team's success.

2. Active Participation: *I will …*

- Engaging fully in class activities, discussions, and team work.
- Contribute meaningfully to team assessments and respect deadlines.
- Minimise distractions by refraining from unrelated personal activities (e.g., texting, emailing, or side conversations).

3. Academic Integrity: *I will …*

- Respect the integrity of assessments by not colluding with others to undermine their purpose.
- Cite and reference sources accurately in my assignments.
- Uphold honesty, originality, and fairness in my work.

4. Professionalism & Respect: *I will …*

- Demonstrate punctuality and respect for others' time.
- Listen actively, avoid interrupting, and respect others' perspectives.
- Maintain the privacy of colleagues and treat shared information with confidentiality.

5. Digital & Social Media Etiquette: *I will …*

- Use digital tools responsibly during sessions.
- Model professional behaviour in online collaboration, discussions, and social media contexts related to this module.
- Respect digital boundaries and avoid inappropriate or distracting online behaviour.

6. Support & Accountability: *I recognise …*

- Challenges may arise (e.g., health, accessibility, or personal commitments). I will communicate with the lecturer early if I need support.
- Repeated failure to uphold this agreement may affect my performance and evaluation in this module.

I confirm I have read, understood, and agreed to the contents of this statement.

Student ID	Name	Signature	Date

Contact Details

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Course Syllabi, Outlines & Continuous Assessment calendars

Course Outlines are available for each module on Canvas. Continuous Assessment Calendars will be released in the first week of the programme.