



PROGRAMME HANDBOOK

Diploma in Digital Marketing (*Applied*)

(Level 7) (120 Credits)

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Welcome from Emily Cordwell, Programme Leader

Kia Ora

A warm welcome to the NZIE Digital Marketing School!

Congratulations on taking the first step to securing a successful career in digital marketing. You have chosen to study the Diploma in Digital Marketing (Applied), Level 7 which aims to equip you with the knowledge, skills, attitudes and values required in today's digital marketing environment.

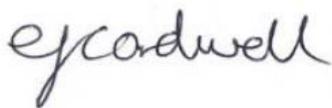
This programme is highly regarded by potential employers because of its practical and applied nature. We work closely with industry to ensure the programme is current and that it reflects the digital marketing practices used in industry. As a result, our graduates are highly sought after by employers and NZIE is here to support you in gaining employment on graduation.

On this programme you will experience a combination of applied and experiential learning. You will be taught by a highly qualified team of tutors who, in addition to having industry experience, are also experienced tutors. You will also have the opportunity to listen and learn from industry guest speakers throughout the programme.

We are here to support and guide you to realise your potential and achieve your career goals. We look forward to getting to know you and encourage you to get to know us too as an effective relationship between you and our academic team will be crucial to your success.

I wish you every success at NZIE and look forward to assisting you on your journey.

Ngā mihi nui



Emily Cordwell
Programme Leader

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Emily Cordwell

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Programme Leader and teacher of the Search Engine Marketing DDM713 and Websites and eCommerce DDM710 courses.

My background is in Website Design and Digital Marketing. I've run my own Digital Marketing & Website Design agency for the past 7 years, Online Toolbox Ltd, in the UK and New Zealand. My company manages the social media marketing, email marketing, SEO and website management for a variety of small to medium business.

I have been a Tertiary Lecturer for 6-years teaching Website Design & Digital Marketing, I qualified as a teacher in the UK. I am currently part time studying for my Master of Digital Education at Massey University. I enjoy working with the next generation of digital marketers and I get to share live projects which I am currently working on with the students.

As your tutor, I am committed to ensuring you will be given the opportunities to reflect and engage in this course that will enhance your learning experience.



Rajika Vyas

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Teaches the Digital Marketing Principles and Practice DDM603, Mobile Marketing DDM711 and Data Analysis and Reporting DDM714 courses.

Hi I'm Rajika. I am an experienced IT and Business Trainer and more recently have worked in the Education sector for over 23 years, most recently as a Senior Business and Digital Marketing Tutor.

I look forward to sharing my knowledge of IT and Marketing at NZIE. I have extensive teaching experience in Tertiary Education sector in NZ and overseas. My experience in delivering IT courses enables me to focus on digital aspects of marketing media and break it down for better understanding.



Steve Punter

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Teaches the Content Marketing and Media DDM708, Social Media Marketing and E-mail DDM712 and Digital Design Principles DDM709 courses.

I have been in the retail industry for over 20 years in various agencies and corporates as a senior designer and content strategist across all forms of print and digital including traditional print, Online marketing, retail point of sale, business development, brand development and content strategy.

Personally, I run three companies with my wife which include a fitness brand, children's books and a small design company, so I know what a business expects, and how a business works from both ends of the content lifecycle.

Let's have some fun and see how Digital Marketing can increase awareness, build some leads and increase sales across many aspects of the digital world.



Miriam Seifert

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Teaches the Digital Marketing Principles and Practice DDM603, programme leader and tutor on the Post Graduate Business Diploma at NZIE. Stand in DDM programme Leader in Emily's absence.

Miriam holds a PhD in International Business and Marketing from the University of Auckland. Prior to coming to NZ, Miriam has worked in the tourism and event marketing industry. While working in the tourism and events industry, she had the opportunity to develop skills and experience in customer service, project management, marketing and planning events in Germany.

She moved to New Zealand to undertake her master's degree and PhD at Auckland University. While in New Zealand, Miriam gained work experience in international trade, the boutique chocolate industry and the tertiary education sector. Miriam has been the winner of the 3-Minute Thesis competition at the University of Auckland and was a finalist at the 3-Minute Thesis Asia Pacific Competition in 2017. Since 2013, Miriam has been teaching a variety of papers across institutions, university and PTE, in New Zealand.



Jindrich Fixa miriam.seifert@nzie.ac.nz

Teaches on DDM714-Data Analytics

I'm an up and coming leader in technical project management, systems management, digital marketing and data analytics. Currently working as a Functional Consultant and Digital Account Manager for a Diamond HubSpot Partner in Auckland. Qualified in the dual disciplines of Applied Digital Marketing and Economics, and have also worked in the areas of business development, management and sales.

Expert in ERP and CRM implementations and leading high profile projects with significant complexity. Work experience comprises a range of industries and I am skilled in translating technical concepts into operational realities.

Recognised by others as being thorough, skilled, up to date with industry advances and best practices, and possessing a deep understanding of data and analytics. Strive to stay at the cutting edge of emerging technologies and implementing industry best practice. A high achiever who is dedicated, focused, relational and diligent. I am a person who does what he says, is ethical and honest, delivers on commitments, and works effectively across multiple workstreams.



Lasma Zorgenberga miriam.seifert@nzie.ac.nz

Teaches on DDM713-Search Engine Marketing

Lasma has studied Computer Science bachelor's degree, as well as Business administration and Digital Marketing. She is a well-rounded marketer with over 6 years of experience leading successful digital campaigns for enterprises across New Zealand, Australia, Indonesia, and Europe.

She specialises in taking complex digital challenges and distilling them into holistic strategies that improve ROI and digital presence in Search, for both local and international businesses.

Currently, Lasma works as a senior technical account manager at Pure SEO—New Zealand's most awarded and leading Search agency, and the only agency to receive Google All-Star status in New Zealand.

Driven by a passion for academic education, Lasma has joined NZIE to lead the SEO & SEM course for eager new marketers who want a deep dive into Search Engine Marketing, and the future of the digital space.

Diploma in Digital Marketing (Applied)

(Level 7) (120Credits)

Programme Aim

This is a unique and cutting-edge specialised programme designed to support students to acquire and apply a holistic understanding of the various digital marketing channels to make informed decisions for the strategic advantage of organisations, business units, or product lines in a revolutionised digital environment.

The programme is structured around digital marketing essentials with concepts and theories that underpin digital marketing approaches and their relationship to conventional marketing. The programme provides theoretical as well as practical insights allowing students to develop new skills and understand how to harness the value of the digital world in a constantly evolving digital marketing industry.

This programme targets those who are wanting to capitalise on career opportunities in digital marketing; marketing professionals who need to develop their digital marketing skills to meet their objectives; and entrepreneurs or business leaders who want to utilise digital media to enhance their business performance.

Graduate Outcome

Graduates of this programme will have a thorough knowledge of the various digital marketing channels, tools, concepts, theories and approaches to make informed decisions for strategic advantage and be able to create, apply and manage them effectively in a digital marketing environment.

Graduates will have the professionalism, leadership, creativity and ethical conduct expected of a digital marketing professional.

Graduate Options and Ongoing Career Pathways

- Social Media Coordinator - Social Media Marketing Strategist - Social Media Content Manager
- Digital Marketing Advisor - Digital Media Planner - Digital Media Buyer -
- Search Specialist (SEO and SEM) - Search Engine Optimisation (SEO) Strategist - SEO Diagnostics Consultant
- Content Marketing Strategist - e-Commerce Content Manager - e-Commerce Consultant
- Online Marketing Analyst - Data & Web Traffic Analyst
- Digital Media Planner - Digital Media Buyer
- Mobile Marketing Strategist - Mobile Marketing Manager

- Social Media Content creator - Social Media Marketing Manager
- Pay Per Click Campaign co-ordinator - Digital Marketing Campaign Manager

Programme Content

Digital marketing concepts: content marketing tools and techniques, content marketing campaign, integrated digital planning and content platforms and channels, content sources, future trends.

Digital marketing in New Zealand: digital design tools and principles, the adobe creative fundamentals, photoshop, hypertext markup language, cascading style sheets.

eCommerce websites: pricing strategies for eCommerce, concepts of web design, basic coding skills, security, technological architecture in eCommerce applications.

Online consumer behaviour: social media marketing, digital communications plan and social media, principles of engagement, managing influencers, brand ambassadors, protecting brand in social media, copywriting.

Legal and ethical obligations: ethics, privacy, legal policies, email mobile marketing laws and ethics. ethical, social and legal dimensions of professional eCommerce practice.

Search engine marketing: paid and earned social media elements, search engine optimisation, pay-per-click, keyword portfolio, lead generation.

Return on investment: optimising website traffic, search engine optimisation strategies, integration of search engine planning into overall marketing plan.

Email and mobile marketing: email marketing campaign, subscriber retention, principles of an automated email marketing campaign, mobile advertising campaigns, future trends in email and mobile marketing.

Google analytics: segmentation in data analysis, online reporting tools, custom reports, implications behind data capture and benefits of web analytics.

Programme Structure

All students must complete DDM603 Digital marketing Principles and Practice in their first term of study. From there, students select their courses through the learning journey, subject to pre-requisite restrictions. Where a student requires to complete a course before a pre-requisite requirement, the Programme Leader will consider an application to override the pre-requisite. Such approval will be noted on the student's file. It is recommended that students complete DDM714 in their final term and DDM713, DDM711 and DDM710 Following completion of DDM603.

The following table is a suggested full-time study pathway.

Term	Duration	Course code & Title	Credits
1	10 weeks	603 Digital Marketing Principles and Practice	15
		708 Content Marketing and Media	15
<i>Term break – 1 week</i>			
2	10 weeks	712 Social Media Marketing and Email	15
		709 Digital Design Principles	15
<i>Term break – 1 week</i>			
3	10 weeks	710 Websites and eCommerce	15
		711 Mobile Marketing	15
<i>Term break – 1 week</i>			
4	10 weeks	713 Search Engine Marketing	15
		714 Data Analysis and Reporting	15

Duration

This programme includes 40 weeks of teaching and is usually taught over 44-50 weeks including holiday breaks (the variable is if your programme runs over the end of year break of 5 weeks).

Learning Hours

Each 15-credit course requires:

- 150 hours of directed learning time over 10 weeks
- 6 hours directed learning hours per week
- 9 hours directed self-directed learning hours per week

Summary of Course Prescriptions

DDM 603, Digital Marketing Principles and Practice

This course introduces students to the concepts and theories that underpin digital marketing approaches and their context within conventional marketing. It lays the foundation for understanding how to drive return on investment-based digital marketing activities in order to achieve business objectives and goals.

DDM 708, Content Marketing and Media

This course examines the importance of content marketing and media and analyses how to leverage digital content strategically to achieve organisational/campaign objectives. It provides students with the knowledge and skills to track and interpret online consumer behaviour and to develop appropriate content marketing campaigns based on return on investment principles.

DDM 709, Digital Design Principles

The aim of this course is to provide students with practical learning towards the development of online media using digital design principles and the application of media in the digital space.

DDM 710, Websites and eCommerce

This course integrates knowledge and understanding of eCommerce websites. It further examines security, legal and ethical issues, and technology that underpins eCommerce, and advances practical skills in designing a technology solution for an eCommerce application.

DDM 711, Mobile Marketing

This course examines how mobile marketing fits into a brand's overall strategy. It also covers current trends of digital marketing, laws and ethics from national and global perspectives, mobile advertising, and principles of developing an automated mobile marketing campaign.

DDM 712, Social Media Marketing and Email

This course examines the relevance of social media and email marketing in the digital communications landscape, and provides tactical knowledge and skills to create, manage, and deliver social media and email strategies to achieve business/campaign outcomes.

DDM 713, Search Engine Marketing

The aim of this course is to gain a comprehensive understanding of the search engine business model with tools and techniques for lead generation and return on investment.

DDM 714, Data Analysis and Reporting

This course offers insights into Web Analytics and Reporting in order to help discover the digital insights hidden in web data and how these insights can be used to improve consumers' online experience and achieve organisational objectives.

Delivery Mode: On-Line

All student learning activities occur off-campus. LMS and live video chat apps enables the tutor and student to engage in the teaching and learning activities incorporating social and interactive sessions that simulate the classroom learning environment (SCLE). The learning management system (LMS) and video chat tools (such as Zoom) enable a social engagement between the tutor and the student, the student and the student, the students to students and the tutor to students that is both synchronous and asynchronous. Access to the SCLE is scheduled where synchronous activity occurs and is flexible to the student's availability when asynchronous. Synchronous and asynchronous modes may be used for directed learning time, and asynchronous for when the student is engaged in directed self-learning activity.

Each course requires the student to engage in directed on-line learning for 6 hours per week, with a further 9 hours directed self-learning time. Each course is delivered over 10 weeks.

Directed on-line learning time incorporates:

- 2-hour pre-week learning introduction and instruction video in a simulated class environment in our online campus.
- 3-hours per week live lecture which is recorded with an online interactive question and answer sessions (1 to 1 and 1 to many)
- 1-hour per week tutorial session, including interactive and live discussions, questions and answers, learning activities and assessment preparation time (1 to 1, 1 to many, peer to peer and cluster to cluster)

Directed self-learning time incorporates focused and relevant learning activities, including readings, projects, group learning activities and videos that prepares the student for the following directed on-line sessions. Directed self-learning time is incorporated into on-line learning time through discussions, questions and answers, assessment preparations. Therefore, self-learning activity is embedded in the SCLE, and adds value to the learning experience.

Assessment Methods

Assessment methods are project-based and theoretically informed. Assessments are holistic in the way that each event covers all or many learning outcomes. Learning is, therefore, integrated and connected to the wider field of learning.

The project-based assessments include tasks as would be expected to be completed in the workplace. These include market research reports, website designs, digital artworking, marketing plans, reports, and presentations.

Presentations form an integral part of assessment. Marketers are required to sell their concepts and plans. Therefore, assessments involving presentations provides a vehicle for the student to develop confidence, conciseness and clarity while at the same time being factually accurate with messaging and data analysis.

Assessed presentations will be delivered via live video and recorded for quality purposes, they will be delivered one to one or to a live video group environment.

Assessments that are theoretically informed require the student to support their conceptual understanding of marketing in the digital environment to relevant theories and literature. These present the student with the opportunity to understand the body of knowledge around them, and, in some cases, add their understanding to the world through their interpretations of theory against practice.

Programme Regulations

Assessment Guidelines

Assessments will be achievement based. This means that they will be assessed against a marking criterion and awarded a grade. Pass grades are: A+, A, A-, B+, B, B-, C+, C, C- and fail grades are: D, E.

In order to pass each course within this programme, students must meet the requirements of each learning outcome. In order to do this, they must achieve a 'pass grade' for all assessment events.

In the event that a student does not pass an assessment, NZIE has in place a Resubmission policy. See Resubmission policy below.

Assessment Procedures

1. The assessments for all courses will ensure that there is a direct link with the learning outcomes of the programme. Further, all assessments used will come complete with a marking (grading) schedule indicating how marks (grades) are awarded based upon the quality of the answer provided.
2. All assessment components for all programmes are constructed to:
 - Maintain New Zealand academic standards appropriate to the level of the programme in which students are enrolled;
 - Ensure that the assessment of students' learning is fair, valid and reliable, and is not based on any prejudicial or other unfair practices; and
 - Use a range of assessment tools designed to link the programme content to current New Zealand business practices
 - Provide the student with ample opportunity to demonstrate their learning, and at a level of engagement with the topics appropriate to the level of the programme.
3. The process of assessment will be made explicit to students. Assessment structure for each course is described at the outset of the course and detailed in the course guide.
4. Results will be provided in a timely and helpful manner.
5. The assessment process will ensure that all students are treated equitably and are awarded the marks and grades appropriate to the level of learning they have achieved.
6. All assessment items related to marks (or grades) for a course will be moderated.
7. The allocation of grades and/or marks to students' work for a course will reflect the best professional judgment of academic staff involved in the marking and/or grading of that work.
8. The minimum amount of assessment is used to ensure the breadth and depth of learning demanded by the level and nature of the course is assessed and that students are unnecessarily over-burdened with assessment items.
9. Students are expected to accept responsibility for their own learning and should attempt all the assessment items provided to them on a course.
10. Students are expected to behave honestly and ethically in completing pieces of assessment and to avoid any form of academic misconduct.

Assessment Submission (unless otherwise stated in the Course Assessment Guidelines)

1. Refer to the Assessment Submission Guidelines in the Assessment provided by your tutor as some submission instructions will vary depending on the nature of the assessment
2. Complete and sign the Student Declaration form. Failure to include these forms will result in your assessment not being marked

3. Attach the completed Declaration form to the front of the assessment
4. Submit your assessment by uploading a copy to the Turnitin website by the required date and time specified. Late submissions will be subject to a penalty of 10% of the assessment mark per working day it is late.

Assessment Submission Extensions

1. Assessment extensions must be requested in writing to the Programme Leader before the due date and will only be granted for circumstances such as illness or bereavement. When seeking an extension, please provide the Programme Leader with sufficient evidence to enable them to make an informed decision. Remember, an extension to an assessment submission date provides a student with some level of advantage over those who submit on time. Therefore, any extension approval is based upon evidence that demonstrates extenuating circumstances.

Late Assessment Submission

Assessment due dates are set every term by the Programme Leader. It is important for students to hand in their assessments on time, so their Tutor can mark it and give feedback as this will help students with their course.

For every working day an assessment is late the student will lose 10 percent of the total marks available. This will accumulate to a maximum of 10 days late. If the assessment is later than 6 days, the student will receive a fail grade.

Plagiarism and Authenticity Policy

NZIE takes plagiarism seriously and it is in the interests of each student to be familiar with the following rules and regulations to avoid plagiarism. Students are expected to conduct their own research, investigations, or experimentation as well as doing their own writing.

Copying another person's work is considered plagiarism. All assessments will be submitted through Turnitin.com. This software will be used to detect the similarity of the assessment with other assessments submitted worldwide and to check that the students have not copied directly from any source. Plagiarism is not tolerated at NZIE and will result in disciplinary action

Please note that:

- NZIE has a zero tolerance for plagiarism or any form of student cheating in any assessment event for which a student may gain credit for a course in a programme for which a student may be awarded a qualification.
- NZIE has in place a robust assessment marking and moderation process that identifies and addresses all cases of suspected plagiarism and academic misconduct.

NZIE has a defined disciplinary process and penalty structure to implement on all identified and proven cases of plagiarism and academic misconduct.

Resubmission Policy

- Students enrolled in this programme may apply for further resubmission opportunities within their *enrolment period* if they have not passed an assessment within each course.
- Students may only apply for a maximum of ONE resubmission opportunity per course. There is no charge for this.

Resubmissions are only permitted when a student has been deemed to have narrowly failed an assessment, where they have achieved a fail grade between 40 and 49 (D grade), and where reworking one or more sections of the assessment are required to address and achieve all learning outcomes of the course.

- The NZIE Academic Board may consider a student's request for a second reassessment opportunity in exceptional circumstances, or where an assessment result becomes the subject of an academic appeal. There is no guarantee of approval and requests will be managed on a case-by-case basis. All letters must be addressed to the Programme Leader of Digital Marketing before review by the Academic Board.
- Students are not permitted to resubmit their assessment if they have achieved a mark of 0-39 (E grade) or where Academic Misconduct is evident.
- Students must request a resubmission opportunity within ONE week of receiving the grade for their assessment and the resubmission must be completed by the students within ONE week of the resubmission request being approved by the Tutor.
- A resubmission will only be approved if a successful assessment result will enable the student to pass the course.
- If a student fails a course, or is not eligible to resubmit their assessment, or does not pass a resubmitted assessment, they will need to re-enrol in the course again at the next enrolment opportunity and will be required to pay a \$800 re-enrolment fee.
- If the student gains a pass mark (or grade) in the resubmitted assessment they will only be awarded the minimum pass mark, or grade (i.e. no higher grade can be awarded). For DDM Level 7, that will be a 'C minus'.

Grades

Students will receive a final grade for each course in this programme as follows:

Passing Grades:

A+	90-100
A	85-89
A-	80-84
B+	75-79
B	70-75

B-	65-69
C+	60-64
C	55-59
C-	50-54

Failing grades:

D	40-49
E	0-39

Assessment Appeals

A Student can ask the Tutor to review the mark, or grade awarded as a result the discovery of unmarked pages, incorrect addition of marks, or so forth. For such matters, the students should approach the Tutor during for an immediate resolution. There is no fee charged to the student for this kind of reconsideration.

If, however, a student believes any aspect of their work should have received more marks, but the Tutor does not agree, then the student has the option to complete and submit a 'Reconsideration Form' available from the Client Success Team, and the fee must be paid (see additional fees on Page 14 of your student handbook).

Assessment appeals must be made within 5 working days of receipt of the marked assessment by the student. In completing a 'Reconsideration Form', the student needs to state their specific concerns regarding their mark (or grade) by making clear reference to the relevant parts of the marking schedule.

An application for an assessment reconsideration will be reviewed to establish the level of reconsideration required. A reconsideration may be either a) a remark; or b) a revision of assessor decisions.

A **re-mark** involves a comprehensive reassessment of assignment, in terms of the original marking schedule. The reconsidered mark is final and replaces that originally gained. Please note that the reconsidered mark may be lower than that originally gained.

A **revision of assessor** decisions involves a focussed reconsideration of identified sections of the assessment by an independent marker (other than the original marker) to determine consistent, fair and accurate marking. The revision will investigate the decisions made by the marker against the marking guide and other relevant course documentation.

Reconsideration conditions:

- a) The assessment script is remarked or revised by an independent marker (other than the original marker) to determine consistent, fair and accurate marking. The marking time is up to 15-20 working days.
- b) It is possible that a student's mark may be lower than the original mark as a result of a reconsideration. The reconsideration result is binding and final.
- c) A fee will be charged to students for a reconsideration.

Reconsideration Fees:

Reconsideration Application\$75.00 per assessment

Aegrotat Pass

There is no provision for an Aegrotat pass at NZIE.

Academic Misconduct

What is plagiarism?

Plagiarism is when a piece of work (an assessment) is submitted by a student for the purpose of gaining credit for a course in a programme, but which is not the student's own **independent work**.

Independent work: A student's own work submitted in response to an assessment brief that contains the students' **own theories** (thoughts, concepts and ideas) that are supported by previous academic work by others.

Own theories: The construction of a student's work using their own thoughts, concepts and ideas that are further developed and advanced through the addition and blending of **others'** thoughts, concepts and ideas so that the student's blended theories can be applied to new or differing situations or applications.

Others: In this policy, means the work already published by another author in any form and on any media in which the student has acknowledged through **in-text citation** in their own independent work.

In-text citation: The acknowledgement of the author or source of others' work as and where it is used in the student construction of their own independent work and has provided a **reference list** that identifies where the citation was found.

Reference List: A detailed list of all the acknowledged authors and sources of others' work that will lead a reader to the source of the work the student used in constructing their own theories in their independent work.

When does plagiarism occur?

- When a student does not acknowledge the use of others' work already published by another author in any form and on any media using the correct referencing and in-text citation conventions as set by NZIE, being the American Psychological Association (APA) and the appropriate edition, as stated in the Programme Handbook.
- When a student uses anti-plagiarism detection software, ghost writers, translation software, to present a piece of independent work (an assessment) for the purpose of gaining credit for a course in a programme.
- When a student colludes with other students, copies or steals another current or past student's work and presents a piece of independent work (an assessment) for the purpose of gaining credit for a course in a programme.
- When a student uses work from one assessment and uses it again in another assessment. Although the work is considered to be the student's own independent work, the student is using their own work for the purposes of gaining credit for multiple assessments or course in a programme.

- When a student cheats in any form that may or may not be defined in this policy but is considered not to be the student's own independent work that was presented as a piece of independent work (an assessment) for the purpose of gaining credit for a course in a programme.

American Psychological Association (APA) Referencing

It is an important part of the NZIE policy that students acknowledge the use of other people's work through using a standard referencing system. Therefore, they must cite their source whenever they use the ideas, words, diagrams, pictures, or anything else, from another person or source. Failure to do so can lead to that piece of assessable work being referred to the Programme Leader for further action. Referencing is a standardised method of formatting the information sources used in assessments or written work. At NZIE we use the American Psychological Association (APA) formatting 7th edition (as at Term 2, 2021).

Any given APA referencing style serves five purposes:

1. Acknowledges the source
2. Allows readers to cross-reference sources easily
3. Provides consistent format within an academic discipline
4. Gives the student credibility as a writer
5. Protects the student from plagiarism

Plagiarism is considered Academic Misconduct. If a student is proven to have plagiarised (as per the definitions above), the following guidelines will be used to determine academic penalties:

Minor Offence:

- a. Warning Letter, which will be saved on the Students file, and **ONE** of the following additional penalties:
 - i. Deduct marks relating the areas that are plagiarised, incorrectly referenced, **OR**
 - ii. Require that the student resubmit the assessment item by a specified date (Note: In the case of resubmission the only passing grade or mark shall be C- or 50% as appropriate) **OR;**
 - iii. Require the student to undertake additional, equivalent assessment by a specified date (Note: In the case of additional, equivalent assessment the only passing grade or mark shall be C- or 50% as appropriate).

Major (First) Offence:

- a. The student will receive a 'zero grade' for the assessment, **AND**
- b. The student will then need to write to the Programme Leader to request a re-submission opportunity, **AND**
- c. The ability to do a resubmission will be assessed and decided by the Programme Leader, **AND**
- d. The Programme Leader will inform the Student of the outcome via a Formal Warning Letter which will be saved on the Students file.

Major (Second) Offence:

- a. The student will receive a 'zero grade' for the course, **AND**
- b. The student will not be permitted to resubmit their assignment, but may write to the Academic Director to request a re-enrolment opportunity, **AND**
- c. The Academic Director will inform the student of the outcome via a second Final Warning Letter which will be saved on the Students file.

- d. When the Academic Director declines a re-enrolment opportunity, the application will be deferred to the Academic Board, who will consider the plagiarism occurrence as under the Major (Third) Offence. Such applications would include significant and/or deliberate and intentional intent to disguise others work as the student's own.

Major (Third) Offence:

- a. The student will be withdrawn from the course, **AND**
- b. The Academic Board will meet to decide whether to suspend or expel the student from the programme, **AND**
- c. The Academic Director will inform the Student of the outcome via a Final Outcome Letter which will be saved on the Students file.

Plagiarism Offence Definitions

Minor Plagiarism Offence: The offence is minor in nature, such as incorrect reference conventions are used, minor omissions of referencing others work, and is a first offence.

Major Plagiarism Offence (a): The offence is as stated as in Minor Plagiarism Offence and is a second offence.

Major Plagiarism Offence (b): When a student does not acknowledge the use of others work already published by another author in any form and on any media using the correct referencing and in-text citation conventions.

Major Plagiarism Offence (c): When a student uses anti-plagiarism detection software, ghost writers, translation software, or the use of other current or past students' assessments.

Major Plagiarism Offence (d): When a student colludes with other students, copies or steals another student's work, or uses their own work from previous course assessments.

Major Plagiarism Offence (e): When a student cheats in any form that may or may not be defined in this policy.

A flow chart of the Plagiarism process can be found in Appendix 1

Moderation

To ensure that assessment marking is up to NZIE's standard we seek the confirmation of other subject specialists that the marking was fair and valid. This process is called 'moderation'.

Once the marking is complete, a sample of marked assessments are sent to another subject specialist to check that the marking has met the standard required for the course. Until such moderation is checked and any remedial action is complete the marks for an assessment will not be released. NZIE is committed to completing the marking and moderation within 15-20 working days.

For details of how marking and moderation works at NZIE refer to the Moderation Flowchart in appendix 2.

Academic Writing & APA Referencing Workshops

During the Orientation and Induction, new students are given a schedule outlining when these workshops will be taking place. It is recommended that all new students to attend these workshops.

If further explanation is required after attending the workshops, students should see their Tutor or the Programme Leader.

Textbooks

There are no textbooks provided for the Diploma in Digital Marketing (Applied) Level 7. Instead, tutors will provide students with online resources as and when required to support their learning.

Computers and Internet Access

All NZIE students must have access to a computer during their study. If your laptop breaks down or you are unable to complete your work, then please contact the IT Department it@nzie.ac.nz who may be able to provide you with a loan laptop to use.

Please refer to the Internet Usage Policy in the Student Handbook.

Student Welfare and Support

NZIE aims to provide a supportive environment for all its students. If you are in need of academic support, you should approach your Tutors in the first instance, or the Programme Leader. If you require other types of support e.g., stress, illness, personal issues that are impacted your study then please contact Jana at the Client Success Team.

Full information about Student Welfare and Support is provided in the Student Handbook which is given to students at orientation and is also accessible on the NZIE website. It also provides information on medical and counselling services.

Student Code of Conduct

One of NZIE's goals is to create a learning environment that will enable all our students to excel and achieve their study goals. To do this, NZIE has clear guidelines for student conduct both on and off campus. NZIE also expects students to comply with standards that reflect workplace/industry standards.

More information about the Student Code of Conduct and Disciplinary Procedures for breach of the code is provided in the Student Handbook.

Attendance

NZIE has a strict policy regarding attendance. This is because there are requirements related to Studylink, and NZQA approved learning hours for each programme, but also because our terms are only 10 weeks long and as such, missing one day of classes will likely have a significant impact on your learning and course results.

Refer to the Student Handbook for more information on Attendance and Academic Requirements, Non-attendance and Compassionate/Personal Leave.

Student Evaluations

NZIE places significant focus on continuous improvement across the entire organisation. In order to make improvements, we rely on feedback from our stakeholders, including students, staff, and industry. During the programme, students will be asked to complete a number of evaluations. These include:

New Student Week 2 survey	Week 2 or 3 after first started	Support and guidance prior to starting at NZIE Induction and orientation.
Mid-course survey (except for new students in Term 1)	Week 5	Course, Tutor, teaching, assessments feedback and suggestions for improvement based on the first 4-5 weeks of delivery.
End of course surveys	Week 10 of each course	Course, Tutor, teaching, assessments feedback and suggestions for improvement

Your participation in the Course Surveys is compulsory to ensure we can get everyone's feedback. Individual responses are kept confidential, however, if there is an issue raised in the evaluation then the Programme Leader may get in contact with you on a private and confidential basis.

A summary of the survey results will be provided to your tutor as well. If your tutor is doing a great job, then please let us know. If you think things can be improved, then please provide constructive feedback. Data and information are collated, analysed and reported. These reports are reviewed by relevant staff eg the Academic Team for academic related feedback, actions plans are created and implemented. Improvements made are continually evaluated by NZIE to ensure we are meeting the needs of their students.

How to Get the Best Out of Your Programme

1. READ

- a. ...this Programme Handbook. Ensure you understand the aim of the programme, the graduate outcomes and any specific programme related policies and procedures such as for resits and resubmissions;
- b. ...the Course Guides provided by each Course Tutor. You need to make sure that you understand the aim of each course and the learning outcomes, the timetable (so you don't miss any classes!) and the assessments and assessment due dates
- c. ...the assigned reading for each lesson BEFORE you come to class so that you can ask questions and seek clarification
- d. ...the assessment and marking guidelines and check for clarity from your Course Tutor or the Programme Leader if you are unclear and before you start doing the assessment.

2. STUDY SMARTER

- a. ...know what the expectations are for each course. Different tutors have different expectations of their students. Take good notes, listen and participate. Introduce yourself to the Tutor early on – especially if you foresee a difficult course ahead
- b. ...approach your study with the right mind-set. Studying will not be effective if there are other distractions that need to be dealt with in your life eg a relationship issue, deadline for an important project. Come back to study when you are able to focus
- c. ...find a good place to study with minimal distractions and that enables you to concentrate fully. This may be at the NZIE campus, the local library, or in your bedroom – where ever you choose, make sure it's quiet and comfortable
- d. ...turn off your media – Emails, Facebook, Instagram (unless it relates to your assessment work) etc are all distractions when you are studying. Instead, reward yourself with 'media breaks' in other words 'if I finish reading 'this' or completing 'this' I can check my emails', but be careful not to take these breaks too often!
- e. ... develop study notes in your own words. There is no point writing words you will not understand or use later. This will only make it harder to understand and remember
- f. ...set up times to meet with your fellow classmates to talk about the readings, the concepts being discussed in class, to share understanding and most importantly to support each other. Be careful however if you are working on an assessment that you do not copy off each other or use the same examples or quotes from textbooks and readings. This kind of colluding is considered **plagiarism**.

3. SEEK SUPPORT AND GUIDANCE

- a. ...NZIE has a dedicated team of staff who want to see you succeed – however, we are an adult learning environment and as such we may not always see that you are in need of help. Please make sure you ask for it!
 - i. See your Course Tutor or Client Success Team for academic support and guidance;
 - ii. See the Client Success Team for personal support and guidance;
 - iii. See the Client Success Team for support and guidance on the internship and/or employment
- b. ...see you Course Tutor if you receive a poor result for an assessment or assessment. Seek guidance to understand where things went wrong and what you can do in future to improve your performance

4. TAKE CARE OF YOURSELF & DON'T FORGET TO HAVE FUN!

- a. ...seek a work/life balance. It's hard to live a balanced life when you are studying, especially

when there are other pressures in your life. It is important that in addition to studying, you enjoy life—have friends, keep in touch with your family, find interests outside your study, or undertake a part time job.

b. ...stay fit and healthy. It is vitally important for you to eat right and exercise regularly. Good management of your health and well-being may help you enhance your mental abilities including your concentration, aptitude, behaviour, and alertness.

(Source: <http://psychcentral.com/lib/top-10-most-effective-study-habits/2/>)

End of Programme Procedures

At the end of their programme, students will be required to:

- complete the End of Programme survey during which time students will also provide updated contact details, and information about their future plans.

Students who have passed all of the courses will be issued with a certificate and transcript up to 20 working days after the programme has ended. The Administration team will advise students when the relevant documentation is ready to collect or arrange to post.

We wish you the very best with your studies!

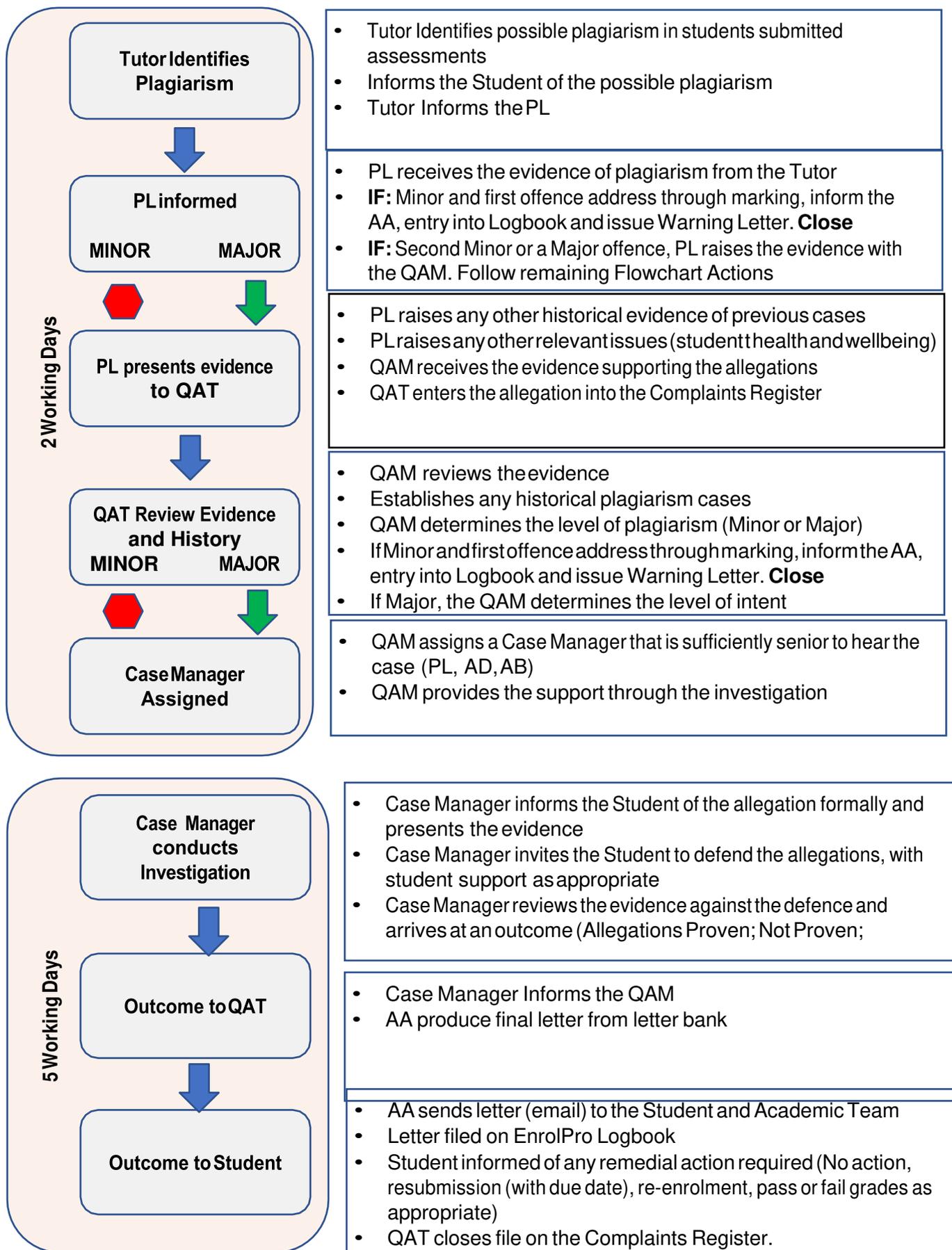
DISCLAIMER

The information contained in this handbook replaces all information contained in any previous handbooks and is intended as a guide only.

NZIE is committed to innovation and continuous improvement and reserves the right to change any aspect(s) of the Programme, which may affect the currency of the information contained in this handbook.

NZIE complies with operational requirements of the New Zealand Qualifications Authority, Ministry of Education and Tertiary Education Commission in the areas of policies, procedures, reporting, financial management, statistics and record keeping, academic standards and staff conditions.

Appendix 1 NZIE Plagiarism Allegation Management Flowchart



Appendix 2 INTERNAL POST-ASSESSMENT MODERATION PROCESS

