UNIT OUTLINE

Read this document to learn essential details about your unit. It will also help you to get started with your studies.

BMA610
Digital and Direct Marketing Strategy

Semester 1, 2015

THIS UNIT IS BEING OFFERED IN:
HOBART

Taught by:

Saman Khajeh Zadeh
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Contact Details

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Consultation: By appointment through email
Unit Description
The increasing use of the Internet and other digital media by both business and consumers is having a significant effect on business globally. For consumers, information and communication technologies (ICT) provide more information, convenience, and a wider range of, and access to, product choices. For businesses, ICT provides new channels to market their products, new ways to build and establish value-creating relationships with their customers, as well as opportunities to expand into new markets. However, reaching, acquiring and establishing long-term relationships with customers require different approaches in a business to business (B2B) than a business to consumers (B2C) space. It is the case for digital and direct marketing as well; while the tools are the same, how B2B marketers apply the tools is different.

The focus of this unit is on developing students’ knowledge of digital and direct marketing as a strategic element of the B2B marketing mix. It will develop students’ knowledge of key concepts, principles, and models needed to strategically manage digital and direct marketing in a B2B marketing context. The unit will develop students’ knowledge of when and how to use the various methods of digital and direct marketing at different stages of marketing strategy. The unit will develop students’ knowledge and ability to creatively plan, effectively implement, and critically evaluate the performance of different digital and direct marketing strategies.

Prior Knowledge &/or Skills OR Pre-Requisite Unit(s)
None.

Enrolment in the Unit
Unless there are exceptional circumstances, students should not enrol in this unit after the end of week two of semester, as the Tasmanian School of Business and Economics (TSBE) cannot guarantee that:

- any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.

When does the unit commence?
The unit’s teaching schedule commences in the week beginning 23 February, 2015.
# Intended Learning Outcomes and Generic Graduate Attributes for BMA610

<table>
<thead>
<tr>
<th>INTENDED LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS</th>
<th>GRADUATE ATTRIBUTE OUTCOMES</th>
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</table>
| **Learning Outcome 1:** The foundations of digital and direct marketing, including:  
• key concepts  
• principles  
• methods and their application in a B2B context  

In this unit you will learn:  
Identify and explain the key concepts and methods of digital and direct marketing and how they are relevant to a B2B setting.  

In assessing this unit I will be looking at your ability to:  
Identify and explain the key concepts and methods of digital and direct marketing and how they are relevant to a B2B setting.  

• Analyse the current trends and developments in research and industry practices in the domain of digital and direct marketing and argue whether they are applicable into a B2B company’s marketing mix.  

1, 2  
**Knowledge:**  
Advanced functioning knowledge within the field of Digital and Direct Marketing that includes:  
• The ability to think critically and creatively  
• The ability to be intellectually independent  

• Evaluate different elements of a company’s communication mix, and justify the extent to which they should be supported or supplanted by digital and direct marketing methods.  

1, 2  

2, 3  

**Communication:**  
An awareness of communication strategies that consider the differing cultural, linguistic and expertise backgrounds of an audience.  

The ability to transfer complex information in both oral and written English language formats.  

The ability to engage in critical oral discussions.  

**Problem-Solving:**  
The ability to plan, implement and critically evaluate specialised professional or academic activities, and take responsibility for outcomes.  

The ability to solve complex problems by finding, analysing, evaluating and synthesising information and ideas obtained from a variety of Australian and international sources.  

| **Learning Outcome 2:** To analyse a company’s current digital and direct marketing strategy  

Profile a company’s current customer base and potential target markets as well as competitors’.  

Analyse the current value and potential growth of different target segments.  

Evaluate the current marketing strategies for different target segments who are at different stages of their purchase decision.  

In this unit you will learn:  

In assessing this unit I will be looking at your ability to:  

Profile a company’s current customer base and potential target markets as well as competitors’.  

Analyse the current value and potential growth of different target segments.  

Evaluate the current marketing strategies for different target segments who are at different stages of their purchase decision.  

• Analyse the current trends and developments in research and industry practices in the domain of digital and direct marketing and argue whether they are applicable into a B2B company’s marketing mix.  

1, 2  

2, 3  

2, 3  

**Knowledge:**  
Advanced functioning knowledge within the field of Digital and Direct Marketing that includes:  
• The ability to think critically and creatively  
• The ability to be intellectually independent  

**Communication:**  
An awareness of communication strategies that consider the differing cultural, linguistic and expertise backgrounds of an audience.  

The ability to transfer complex information in both oral and written English language formats.  

The ability to engage in critical oral discussions.  

**Problem-Solving:**  
The ability to plan, implement and critically evaluate specialised professional or academic activities, and take responsibility for outcomes.  

The ability to solve complex problems by finding, analysing, evaluating and synthesising information and ideas obtained from a variety of Australian and international sources.  

| **Learning Outcome 3:** To design, implement, and monitor a digital and direct marketing plan  

Determine and justify which methods of digital and database marketing are more appropriate for different target segments at different stages of their purchase decision.  

Set measurable and timely objectives about what level of reach, acquisition, engagement, conversion, retention, and growth to achieve for each target segment.  

Detail actionable activities to be undertaken using each of the digital or direct marketing strategies and methods to achieve the objectives for each target segment.  

Quantify and evaluate the results of a digital and direct marketing strategy in terms of the methods used and goals achieved for each targeted segment.  

In this unit you will learn:  

In assessing this unit I will be looking at your ability to:  

Determine and justify which methods of digital and database marketing are more appropriate for different target segments at different stages of their purchase decision.  

Set measurable and timely objectives about what level of reach, acquisition, engagement, conversion, retention, and growth to achieve for each target segment.  

Detail actionable activities to be undertaken using each of the digital or direct marketing strategies and methods to achieve the objectives for each target segment.  

Quantify and evaluate the results of a digital and direct marketing strategy in terms of the methods used and goals achieved for each targeted segment.  

• Analyse the current trends and developments in research and industry practices in the domain of digital and direct marketing and argue whether they are applicable into a B2B company’s marketing mix.  

1, 2  

2, 3  

2, 3  

**Knowledge:**  
Advanced functioning knowledge within the field of Digital and Direct Marketing that includes:  
• The ability to think critically and creatively  
• The ability to be intellectually independent  

**Communication:**  
An awareness of communication strategies that consider the differing cultural, linguistic and expertise backgrounds of an audience.  

The ability to transfer complex information in both oral and written English language formats.  

The ability to engage in critical oral discussions.  

**Problem-Solving:**  
The ability to plan, implement and critically evaluate specialised professional or academic activities, and take responsibility for outcomes.  

The ability to solve complex problems by finding, analysing, evaluating and synthesising information and ideas obtained from a variety of Australian and international sources.
### INTENDED LEARNING OUTCOMES

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</tr>
</thead>
</table>
| **Learning Outcome 4:** Cultural, legal and ethical issues involved in digital and direct marketing in an international space | Recognise and evaluate the cultural differences of B2B customers in different countries and the legislative systems of the respective countries in relation to digital commerce. | 2, 3 | **Global Perspective:**
Interpersonal skills that enable the ability to sensitively lead and/or collaborate with people from diverse cultures and backgrounds, in both specialised professional and academic contexts.

The ability to incorporate international business conditions into decision making. |
| Design and implement digital and direct marketing strategies factoring in the cultural and legislative considerations of digital commerce in different geographical markets. | 1, 3 | |
Learning Expectations and Teaching Strategies/Approach

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University’s Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Work, Health and Safety (WH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit, you should refer to the University’s policy at: www.utas.edu.au/work-health-safety.

Learning Resources

Prescribed Text
A prescribed text is a resource that you must have access to for the purposes of studying this unit.


Recommended Texts
A recommended text is a resource that you can use to broaden your understanding of the topics covered in this unit. You may also find a recommended text helpful when conducting research for assignments.


Other Recommended Resources

In addition to the texts recommended above, students are also expected to be familiar with the key academic journals in the discipline from which useful insights may be derived. In particular, students are encouraged to review regularly the relevant papers that are published in:

- Journal of Marketing
- Journal of the Academy of Marketing Science
- Industrial Marketing Management
- Journal of Electronic Commerce Research
- Electronic Markets
- Management Information Systems Quarterly
- Decision Support Systems
- Information and Management
- Journal of Business Research
- Journal of Interactive Marketing
- International Journal of Electronic Business Management
- Internet Research

My Learning Online (MyLO)

Access to the MyLO online learning environment unit is required for this unit. The unit has its own MyLO site.

To log into MyLO and access this unit, go to: http://www.utas.edu.au/mylo. To access the unit, select BMA610. These instructions will help you to log in for the first time.


Technical requirements for MyLO

For help and information about setting up your own computer and web browser for MyLO, see: http://uconnect.utas.edu.au/

While on campus, you can access the University network and MyLO via a laptop computer or other mobile device. See: http://www.utas.edu.au/service-desk/uconnect/uconnect-on-campus

MyLO can be accessed via Library computers and in computer labs on campus. See: http://www.utas.edu.au/it/computing-distributed-systems/computer-labs-facilities-and-locations

For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at http://www.utas.edu.au/service-desk during business hours.

Learning to use MyLO

When you log into MyLO, you will see a unit called Getting Started with MyLO. Enter this unit to learn more about MyLO, and to practise using its features.
MyLO Expectations

1. Students are expected to maintain the highest standards of conduct across all modes of communication, either with staff or with other students. Penalties may be imposed if the Unit Coordinator believes that, in any instance or mode of communication, your language or content is inappropriate or offensive. MyLO is a public forum. Due levels of respect, professionalism and high ethical standards are expected of students at all times.

2. Submission of assessment tasks via MyLO presumes that students have read, understood and abide by the requirements relating to academic conduct, and in particular, those requirements relating to plagiarism. All work submitted electronically is presumed to be “signed-off” by the student submitting as their own work. Any breach of this requirement will lead to student misconduct processes.

3. MyLO is an Internet service for teaching and learning provided by the University. It is expected that you check your units in MyLO for updates at least once a day.

Using MyLO for BMA610

IMPORTANT!: Before you are provided with access to your unit’s MyLO resources, you must complete the Student Agreement form. To do this:

1. Access the unit’s MyLO site.
2. Locate the Begin Here folder and click on it to open it. You can find the Begin Here folder by scrolling down until you see Content Browser OR by clicking on the Content button.

OR

3. Once you have opened the Begin Here folder, click on the Student Agreement file.

OR

4. Read the terms, then check the I agree box. You should now be able to access all available unit content on MyLO. You only need to do this once in each MyLO unit.

Other important resources on MyLO
Students are expected to regularly check on MyLO for any updates in relation to the unit. Essentially, MyLO has been incorporated into the delivery of this unit to enhance students’ learning experience, by providing access to up-to-date course materials, and allowing for online discussion. In addition to the lecture slides which are uploaded on MyLO on a weekly basis, other unit-related materials such as supplementary readings and assessment guides can also be accessed on MyLO. Further, students are also expected to engage in an active discussion about issues related to the unit through the
discussion forums or chat rooms that are available on MyLO: this is particularly helpful for distance students who may utilise the facilities available on MyLO to contact their fellow distance students and form groups to complete any group assessment tasks for this unit. In this regard, MyLO should be treated as the unit's critical platform for learning and communication.

**Student Feedback via eVALUate**

At the conclusion of each unit, students will be asked to provide online responses to a number of matters relating to the learning and teaching within that unit. All students are asked to respond honestly to these questions, as all information received is used to enhance the delivery of future offerings.

**Changes to this Unit Based on Previous Student Feedback**

This unit is a new unit in the Master of Marketing.

**Details of Teaching Arrangements**

A series of 13 workshops is scheduled for this unit, held weekly throughout the semester.

**Workshops**

The workshops will cover the relevant concepts, principles, frameworks, and models of digital marketing as scheduled for the respective week’s study plan. Each workshop takes three hours.

The first part of the workshop is held in a Harvard Room and will take one hour. This session will start with a brief review of the lecture slides put on MyLO in advance, accompanied by any questions students may have about the lecture slides. The session will proceed to case study presentations and discussions by students. The cases are sourced from the end of the chapters in the prescribed textbook (Chaffey & Ellis-Chadwick, 2012). The cases will be allocated by the lecturer and announced on MyLO. Students are required to have reviewed the lecture sides as well as the cases prior to coming to the class, and are expected to attend the classes well-prepared.

The second part of each workshop is held in a TEAL Lab and will take two hours, with a 10-minute break. This session encompasses doing some exercises/activities sourced from the chapters in the prescribed textbook, followed by a case study analysis. The cases will be specified by the lecturer and announced on MyLO. Students are required to have reviewed the cases prior to coming to the class and attend the classes well-prepared. In some weeks, depending on the topic of the week, some other online activities (e.g., HTML, Google Analytics, etc.) will be done in the workshop.

**Communication, Consultation and Appointments**

**TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT**

Check the MyLO News tool at least once every two days. The unit News will appear when you first enter our unit’s MyLO site. Alternatively, click on the News button (towards the top of the MyLO screen) at any time.

**WHEN YOU HAVE A QUESTION**

Other students may have the same question that you have. Please go to the Q&A Forum on our course’s MyLO site. Check the posts that are already there – someone may have answered your
question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.

WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR THE SUBMISSION OF AN ASSESSMENT TASK
If you have a personal question related to your studies or your grades, please contact teaching staff by email.

A NOTE ABOUT EMAIL CORRESPONDENCE
You are expected to check your UTAS email (WebMail) on a regular basis – at least three times per week. To access your WebMail account, login using your UTAS username and password at https://webmail.utas.edu.au/.

You are strongly advised not to forward your UTAS emails to an external email service (such as gmail or Hotmail). In the past, there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month. To keep informed, please use your UTAS email as often as possible.

*IMPORTANT* Please email teaching staff when you have a question or issue of a personal nature, for example, you have a family issue that is affecting your studies. For general questions about the unit, please add them to the Q&A forum on our unit’s MyLO site. This way, other students can also benefit from the answers.

We receive a lot of emails. Be realistic about how long it might take for us to respond. Allow at least two (2) business days to reply. Staff are not required to respond to emails where students do not directly identify themselves, are threatening or offensive, or come from external (non-UTAS) email accounts.

When you write an email, you must include the following information. This helps teaching staff to determine who you are and which unit you are talking about.

- Family name;
- Preferred name;
- Student ID;
- Unit code (i.e., BMA610)
- Questions
- If your question is about an assessment task, please include the assessment task number or name.
Assessment

Assessment Schedule
In order to pass this unit you must achieve an overall mark of at least 50% of the total available marks. Details of each assessment item are outlined below.

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Due Date</th>
<th>Value/Weighting</th>
<th>Link to Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Workshop Presentation</td>
<td>Weeks 4-12</td>
<td>10</td>
<td>1 &amp; 4</td>
</tr>
<tr>
<td>2: Case Study Analysis</td>
<td>End of week 9</td>
<td>40</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td>3: Digital Marketing Audit and Plan</td>
<td>End of week 13</td>
<td>50</td>
<td>2, 3 &amp; 4</td>
</tr>
</tbody>
</table>

Assessment Item 1 – Workshop Presentation

Task Description: The workshop presentation is a group assessment, to be done in groups of two members. The number of group members may be modified depending on the number of students in the class so all the cases will be covered. The workshop presentation requires that each group analyses a case, answers the case questions (if applicable) and presents their solutions/answers to the class. The cases are sourced from the end of each chapter in the prescribed textbook (Chaffey & Ellis-Chadwick, 2012). The presentations will start from week 4. Each week two groups will present their analysis (of the same case). The number of groups presenting each week may be modified depending on the number of students in the class. Students are required to choose their group members and the week in which they wish to present and inform the lecturer of their choice through email by the end of week 3.

Students are required to support their solutions and answers with appropriate referencing to academic literature. At least one (1) peer-reviewed journal article should be used in the solution/answers, highlighting the key message/finding of the paper that is relevant to the focus of the case (and topic of the week). Coursework from other universities or from non-academic websites, e.g. Wikipedia, should not be used as references.

The assignment submission will contain two files to be uploaded to the ‘Dropbox’ in MyLO:

1. A PowerPoint file (maximum seven (7) slides).
2. A written word document of maximum 500 words ± 10% (excluding references and PowerPoint slides).

It is not necessary that all group members present to the class; rather, only one of the group members can present.

Please do not include an “Executive summary” in the case study analysis.

Task Length: A PowerPoint file (maximum 5 slides) + 10 minutes presentation + 5 minutes Q&A + a written word document of maximum 500 words (± 10% excluding
Assessment Criteria: Marking criteria will be provided on MyLO

Link to Unit's Learning Outcomes: 1 & 4

Due Date: Week 4-12

Value: 10

Assessment Item 2 - Case Study Analysis

Task Description: The case study analysis is an individual assessment. The case study analysis will assess students’ ability to analyse a case, marshal their thoughts and ideas and communicate them via a written document. The aim of case study analysis is to apply theory to solve the case and answer the case problems (or questions where applicable). The case will be provided by the lecturer. The analysis should focus on the key digital marketing issues they identify in the case. Students are required to support their analysis, interpretations, recommendations, arguments, and conclusions with appropriate referencing to academic literature. At least three (3) peer-reviewed journal articles should be used in the solution/answers. Coursework from other universities or from non-academic websites, e.g. Wikipedia, should not be used as references.

The assignment submission will contain a written word document of maximum 1500 words ± 10% (excluding references). to be uploaded to the ‘Dropbox’ in MyLO.

Please do not include an “Executive summary” in the case study analysis.

Detailed assignment and submission instructions are available on MyLO.

Task Length: 1500 words ± 10% (excluding references)

Assessment Criteria: Marking criteria will be provided on MyLO

Link to Unit’s Learning Outcomes: 1, 2 & 3

Due Date: End of week 9

Value: 40

Assessment Item 3 – Digital Marketing Audit and Plan

Task Description: The digital and direct marketing audit is an individual assessment. It focuses on conducting an analysis of the current digital marketing strategy of an
organisation and developing a revised digital marketing plan for the organisation. The organisation will be chosen by the lecturer. Students are only to use secondary research and are not to contact the business directly to involve them in this process. Students should apply relevant concepts, theories, principles, models, and frameworks to conduct an analysis of the organisations’ current digital marketing strategy in order to identify any problems and issues.

To do this task, students will use what they have learned throughout the semester (from the textbooks, lecture slides, workshops, and other learning resources) and integrate them with their existing knowledge of business and marketing to devise a digital marketing plan. In this digital marketing plan, students will make sound managerial recommendations as to how to refine the current plan, or propose an entirely revamped plan. The document should also detail how to implement the recommended digital marketing plan and how to monitor its outcomes. Students are required to support their analysis, interpretations, recommendations, arguments, and conclusions with appropriate referencing to academic literature. At least six (6) peer-reviewed journal articles should be used in the solution/answers. Coursework from other universities or from non-academic websites, e.g. Wikipedia, should not be used as references.

The assignment submission will contain a written word document of maximum 3000 words ± 10% (excluding references).

Please do not include an “Executive summary” in the case study analysis.

Detailed assignment and submission instructions are available on MyLO.

Task Length: 3000 words ± 10% (excluding references)

Assessment Criteria: Marking criteria will be provided on MyLO

Link to Unit’s Learning Outcomes: 2, 3 & 4

Due Date: End of week 13

Value: 50

Submission of Assessment Items

Lodging Assessment Items

Assignments must be submitted electronically through the relevant assignment drop box in MyLO. Students must ensure that their name, student ID, unit code, tutorial time and tutor’s name are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.
Where appropriate, unit coordinators may also request students submit a paper version of their assignments.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in ‘perfect’ systems, items sometimes go astray.

**Late Assessment and Extension Policy**

In this Policy

1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;  
   (b) ‘late’ means after the due date and time; and  
   (c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

5. Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

6. Assessment items submitted more than five (5) days late will not be accepted.

7. Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

**Academic Referencing and Style Guide**

Before starting their assignments, students are advised to familiarise themselves with the following electronic resources.

The first is the *Harvard Referencing System Style Guide*, which can be accessed from the UTAS library: [http://utas.libguides.com/content.php?pid=27520&sid=199808](http://utas.libguides.com/content.php?pid=27520&sid=199808). The *Harvard style* is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity. Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The second is the Tasmanian School of Business and Economics’s *Writing Assignments: A Guide*, which can be accessed at: [http://www.utas.edu.au/business-and-economics/student-resources](http://www.utas.edu.au/business-and-economics/student-resources). This guide provides students with useful information about the structure and style of assignments in the TSBE.

**Review of Assessment and Results**

**Review of Internal Assessment**
It is expected that students will adhere to the following policy for a review of any piece of continuous/internal assessment. The term continuous/internal assessment includes any assessment task undertaken across the teaching phase of any unit (such as an assignment, a tutorial presentation, and online discussion, and the like), as well as any capstone assignment or take-home exam.

Within five (5) days of release of the assessment result a student may request a meeting with the assessor for the purpose of an informal review of the result (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). During the meeting, the student should be prepared to discuss specifically the marks for the section(s) of the marking criteria they are disputing and why they consider their mark(s) is/are incorrect. The assessor will provide a response to the request for review within five (5) days of the meeting.

If the student is dissatisfied with the response they may request a formal review of internal assessment by the Head of School, with the request being lodged within five (5) days of the informal review being completed. A Review of Internal Assessment Form is available at the following link: http://www.utas.edu.au/business-and-economics/student-resources/forms. The form must be submitted to the TSBE Office.

Review of Final Exam/Result

In units with an invigilated exam students may request a review of their final exam result. You may request to see your exam script after results have been released by completing the Access to Exam Script Form, which is available from the TSBE Office, or at the following link – http://www.utas.edu.au/business-and-economics/student-resources/forms. Your unit coordinator will then contact you by email within five (5) working days of receipt of this form to go through your exam script.

Should you require a review of your final result a formal request must be made only after completing the review of exam script process list above. To comply with UTAS policy, this request must be made within ten (10) days from the release of the final results (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). You will need to complete an Application for Review of Assessment Form, which can be accessed from http://www.utas.edu.au/exams/exam-and-results-forms. Note that if you have passed the unit you will be required to pay $50 for this review.

The TSBE reserves the right to refuse a student request to review final examination scripts should this process not be followed.

Further Support and Assistance

If you are experiencing difficulties with your studies or assessment items, have personal or life-planning issues, disability or illness that may affect your study, then you are advised to raise these with your lecturer or tutor in the first instance.

If you do not feel comfortable contacting one of these people, or you have had discussions with them and are not satisfied, then you are encouraged to contact:

ACADEMIC DIRECTOR, POSTGRADUATE
Name: Dr Rob Hecker
Students are also encouraged to contact their Undergraduate Student Adviser who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. Please refer to the Student Adviser listings at www.utas.edu.au/first-year/student-advisers for your adviser’s contact details.

There is also a range of University-wide support services available to students, including Student Centre Administration, Careers and Employment, Disability Services, International and Migrant Support, and Student Learning and Academic Support. Please refer to the Current Students website (available from www.utas.edu.au/students) for further information.

If you wish to pursue any matters further then a Student Advocate may be able to assist. Information about the advocates can be accessed from www.utas.edu.au/governance-legal/student-complaints.

The University also has formal policies, and you can find out details about these policies from the following link – http://www.utas.edu.au/registrar/student-complaints/.
Academic Misconduct and Plagiarism

**Academic misconduct** includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

(a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
(b) improperly disadvantages any other student.

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- copying another student’s work.

It also means using ones’ own work from previously submitted assessment items if repeating a unit.

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# Workshop Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Topic/s and activities</th>
<th>Text Chapter/s</th>
<th>Due Dates</th>
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| 1    | Monday 23 February | Chapter 1 Chaffey & Ellis-Chadwick  

- Introduction  
- Power & Chaffey  
- Case study 1 Discussion  
**Introducing digital marketing**  
- Introduction to B2B digital marketing  
- Chapter 1 Chaffey & Ellis-Chadwick  | | |
| 2    | Monday 2 March | Chapter 2 Chaffey & Ellis-Chadwick  

- Case study 2 Discussion  
- Case study Analysis & discussion  
**Online market place analysis-Micro environment**  
- Chapter 2 Chaffey & Ellis-Chadwick  
| 3    | Monday 9 March | Chapter 3 Chaffey & Ellis-Chadwick  

- Case study 3 Discussion  
- Case study Analysis & discussion  
**The Internet Macro Environment**  
- Chapter 3 Chaffey & Ellis-Chadwick  
| 4    | Monday 16 March | Chapter 4 Chaffey & Ellis-Chadwick  

- Step 1 Power & Chaffey  
- Case study 4 Presentation & discussion  
- Case study Analysis & discussion  
**Digital Marketing Strategy**  
- B2B Digital Marketing Strategy  
- Xiameter: The Past and Future of a Disruptive Innovation  | | |

Assessment Item 1: Case study presentations commence
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Chapter</th>
<th>Case Study</th>
<th>Presentation &amp; Discussion</th>
<th>Reading Material</th>
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Examination Period: 6-23 June 2015