

Digital Marketing Essentials (DME)

Module guide 2016 - 2017
International Business School

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1. Module overview

This guide gives you an overview of Digital Marketing Essentials (DME). More detailed information can be found on the DLWO (<https://dlwo.dem.hva.nl>).

While digital marketing mixes are a must, many companies do struggle with the conceptualisation and the execution of their online strategies and compaigns. The Digital Marketing Essentials module provides an in-depth and applied knowledge in the areas of search engine optimisation (SEA), search engine advertising (SEO), video / viral marketing, social media, digital brand engagement, social CRM, and mobile marketing.

1.1 Content

During the Digital Marketing Essential (DME) course, you will gain theoretical knowledge related to:

- Digital marketing fundamentals, conversion funnel design, online KPIs.
- Online business models (in the creative industries).
- Tactics specific to search engine ranking optimisation and setting up keywords based ads within search engine results.
- Social media channel specificity, audiences and content marketing strategies.
- Different approaches and typologies of digital brand engagement.
- Organisational Memory.
- Social CRM model.
- N.O.T.E framework for mobile strategies.

Furthermore, you will be involved in applying the knowledge gained working on case studies and your final project where you have to design, monitor and optimize a strategy pertaining to SEO / SEA / video marketing / social media / brand engagement. Your learning progress and the progress of your project will be documented on a blog that you will set up especially for the DME course, so you will become an active producer of users generated content.

1.2 Learning goals

#	You can:
1.	Demonstrate an in-depth understanding of the digital marketing fundamentals.
2.	Critically reflect upon the (potential) profitability of different online business models.
3.	Critically reflect and weight the advantages and disadvantages of SEO, SEA, video and viral marketing, social media, social CRM, digital brand engament and mobile marketing.
4.	Research the digital and e-commerce platforms' profitabililty across mature and high growth markets.
5.	Discuss the (inter) cultural specificity of digital and e-commerce platforms per mature and high drowth markets.
6.	Execute online competitors' analysis.
7.	Execute online audiences analysis (identify and profile potential, actual and retained users / customers).
8.	Design, monitor and optimize a digital marketing strategy.



Appendix 1 defines the relationship of the learning goals within this module with your programme's profile competences.

1.3 Coherence with other modules

Digital Marketing Essentials is a part of the International Marketing Minor and can be followed as a separate module as well. It builds upon and further specialises the knowledge gained in Marketing Management Fundamentals (MMF), Digital E-Marketing (DEM/SDM) submodule and the elective Digital Languages in Business. It complements the other modules in the minor by bringing the essential in-depth and applied knowledge regarding marketing in the digital environments.

1.4 Study materials & recommended further reading

Required study materials:

During the Digital Marketing Essential (DME) course, you will be working with both chapters of a few textbooks and academic articles. Please be aware that you are requested to get the ebooks (not the paperback of the textbooks); the academic articles are to be found via the library. The recommended readings are 2 Google whitepapers that will help you with your project related to search engine optimization and AdWords campaigns.

Study books					
Title	Author(s)	Publisher	Year	Edition	ISBN
<i>EMarketing: The Essential Guide to Marketing in a Digital World</i>	Rob Stokes	Quirk eMarketing (Pty) Ltd.	2013	5th	978-0-620-56515-8 (ebk)
<i>The New Rules of Marketing & PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly</i>	David Meerman Scott	John Wiley & Sons, Inc.	2013	4th	978-1-118-71120-0(ebk)
<i>A Beginner's Guide to Mobile Marketing</i>	Molly Garris , Karen E. Mishra	Business Expert Press	2015	1st	978-1-60649-841-5 (ebk)



Articles

William Band Natalie L. Petouhoff, (2010), "Topic overview: Social CRM goes mainstream", Forrester Research, Inc.

John M. T. Balmer Mario Burghausen, (2015), "Introducing organisational heritage: linking corporate heritage, organisational identity and organisational memory", *Journal of Brand Management* Vol 22, 385-411.

Roderick J. Brodie et al, (2013), "Consumer engagement in a virtual brand community: an exploratory analysis", *Journal of Business Research*, Vol 6 pp. 105-114.

Constantinos K. Coursaris et al, (2013), "A social media marketing typology: classifying brand Facebook page messages for strategic consumer engagement", *Proceedings of the 21st European Conference on Information Systems*.

Robbert Faase Remko Helms Marco Spruit, (2011), "Web 2.0 in the CRM domain: defining social CRM", *Journal of Electronic Relationship Management*, Vol 5, Iss 1 pp. 1-22.

Inna Lyubareva et al, (2015), "Online business models in creative industries. Diversity and structure", *Int. Studies of Mgt. & Org.*, vol. 44, Iss 4, Winter 2014–15, pp. 43–62.

Nadia Abou Nabout et al, (2014), "Empirical generalizations in search engine advertising", *Journal of Retailing*, Vol. 90 Iss 2 pp. 206-216.

Simeona Petkova, (2016), "The Web that remembers, the Web that forgets", *Digital Methods Winter School Mini Conference*.

Catherine T. Smith, (2012), "Longitudinal study of digital marketing strategies targeting Millennials", *Journal of Consumer Marketing*, Vol. 29 Iss 2 pp. 86 - 92.

Paula M.C. Swatman Cornelia Krueger Kornelia van der Beek, (2006), "The changing digital content landscape", *Internet Research*, Vol. 16 Iss 1 pp. 53 - 80.

Thomas M. Tripp Yany Gregoire, (2011), "When unhappy customers strike back on the Internet", *Journal of MITSloan Management Review*, vol. 52 Iss 3 pp. 37-44.

Eugene B. Visser Melius Weidman, (2011), "An empirical study on website usability elements and how they affect search engine optimisation", *SA Journal of Information Management*, Vol. 13 Iss 1 pp. 1-9.

Other study materials

Title	Author(s)	Where to find this material?
<i>Google Search Engine Optimisation Starter Guide</i>		http://static.googleusercontent.com/media/www.google.com/en//webmasters/docs/search-engine-optimization-starter-guide.pdf



Other study materials		
Title	Author(s)	Where to find this material?
<i>Google AdWords Fundamentals: Exam Study Guide</i>		https://storage.googleapis.com/support-kms-prod/D1B3826EDB9ED675F9CFB5E455579424C1FF

1.5 Questions and who to contact

Questions about the module's content and study materials can be addressed to your lecturer(s) during the lessons. The consultation hours of the individual lecturers as well as their office location can be found in the lecturers' profile on the DLWO.



2. Set-up of this module

2.1 Teaching methodology

Every class has a theoretical and a hands-on part. You are expected to come prepared to class, to have read the literature and blogged (minimum of 2 blogposts per group) about it (as a proof of your preparation prior to our class). You are encouraged to come up with a list of questions for discussion. Additionally, you will work on cases and practice based problems. The last class of the semester is fully dedicated to the group's digital strategies execution and monitoring.

2.2 Assignments

You will form 'hubs' of interest and specialization and execute your group's project within it. For example, the students with an interest of SEO have to find a (small) business website and optimize it by implementing and running the optimization tactics while writing the project. Potential collaboration with IBS's International office. Potential Google challenge entry in semester 2. Potential collaboration with HvA Media / Citizen Lab.

2.2.1 Students have to hand in a group's (project) assignment:

- In week 12, you will have the final presentations of their optimized digital strategy. You will have to hand in their group's project prior to the presentations sessions. If you fail to do so, their report is not going to be marked.
- The project has to be handed in as a paper back prior to the presentations sessions as well as digitally via the Dropbox Library of the DLWO DME page where plagiarism checks will be carried out.
- The group's project final grade contributes to 50% of the DME grade. 15% of the project grade is achieved through the project's presentation (assessment criteria can be found in Appendix 2.1). The rest of the grade is achieved through the project's report (assessment criteria can be found in Appendix 2.2).
- You will receive continuous and formalized feedback in week 5 (on your project proposal), in week 8 (on a drafted analysis), and in week 11 (on a completed analysis including strategy for optimisation). Feedback regarding the final grade is given during the review session after the examination period.
- You are expected to work on and equally contribute to the project throughout the semester. You have to fill and submit a RASCI model (a template can to be found on the DLWO DME page) with the project proposal showcasing your roles within each and every stage of the analysis. Be aware: the DME project is quite demanding since the final report is written regarding a strategy that has been designed and implemented (monitored at least for two weeks).
- If a student fails to equally contribute to the group's project, the student will be expelled from the group and has to submit a project on his/hers own. If free-riding behavior occurs, the group has the responsibility to inform the lecturer about this no later than week 6.



2.2.2 Instructions regarding the group's project (assignment):

- The project is intended for a group of maximum 5 students.
- The students have to choose a company / or a brand for which they will optimize the online presence. Potential collaborations with IBS International Office and HvA Media / Citizen Lab. Potential entry for Google Challenge.
- The students have to write a proposal regarding the problem they would like to investigate, the urgency of it and the digital tactics and tools they are planning to use (choice of search engine optimization, search engine advertising, social media and content strategy, video marketing, digital brand engagement).
- Students have to include an elaborate literature review and description of their methodology specifying the advantages and the limitations of their methods.
- The analysis should include a clear profiling (personas) of the users / customers and their convergency level.
- The analysis should include an in-depth analysis of the digital presence of the competitors and major macroenvironmental factors.
- The recommendations will be "practice-proven" meaning students will implement their initial recommendations and monitor the outcome for at least 2 weeks. With this further collected data, an optimization strategy must be outlined.

2.3 Exams

Individual exam (Decentral exam – 50% of the grade)

The individual exam:

- will be in the form of a written individual test.
- consist of a problem and / or cases with open questions.
- is scheduled in coordination with your class peers and by the lecturer. The announcement regarding the date, the time and the room will be given on the DME's DLWO page.
- is based on the lectures, and on the literature specified under 1.4.
- assesses learning goals 1 to 5.

Group project (Decentral exam – 50% of the grade)

The group project:

- consists of a presentation (15%) and a final report (85%) of the project's grade.
- is carried out during the semester.
- is based on models discussed in class; literature used for preparation / in class; instructions given in 2.2.2.
- assesses learning goals 5 to 8.
- for the assessment model: see Appendix 2.

2.4 Assessment

The assessment methods used in this module are summarised below. The table also shows how the grade for the Digital Marketing Essentials (DME) will be calculated.

#	Description	Form	Learning goal(s) #	Lecture week	Weight (%)
1	Theory, problem, case studies based exam	Individual (decentral exam)	1 to 5	Central exam period.	50%
2	Project based assignment	Group project (decentral exam)	5 to 8	12	50%
					100%

2.5 Resit

If the average grade obtained for this module is below 5.5 you must do a resit. Which resit(s) you must do depends on which part(s) is/were insufficient. The different situations are illustrated in the table below.

* You can decide which resit to undertake in the case of “average grade for the whole module <5.5”. You can resit the theory, or the improved version of the group’s project, or both.

Situation:	The resit will consist of the following test(s):	Your average module grade after resit will be calculated using the following weights:	The resit(s) will be scheduled in:
1 • Average grade for the whole module ≥ 5.5	No resit needed	N.A.	N.A.
2 • Average grade for the whole module < 5.5	A resit of the individual theory exam.	50% of the final grade	Allocated FBE resit period (date set by the lecturer).
• Average grade for the whole module < 5.5	A revised and resubmitted version of the group’s project done by an individual student that includes an additional week of monitoring data.	50% of the final grade	Allocated FBE resit period (deadline set by the lecturer).

2.6 General regulations

- 1 You are required to prepare for lessons. If you come to class unprepared, the lecturer has the right to deny you access to the lesson. What is requested of you in terms of lesson preparation is stated below and/ or on the DLWO for this module.
- 2 You must bring a laptop to school for each class. It is your responsibility to make sure that the battery lasts throughout each lesson. If you fail to bring a laptop to class and/or if the battery does



not last throughout class, this is regarded as not being prepared. A lecturer then has the right to deny you (further) access to that lesson.

- 3 The assignments will not be graded if the level of English is inadequate or if other non-compliance with the IBS Reporting Guidelines is verified. If that is the case, you have to hand in your assignment again in the appointed resit period.

2.7 Lesson plan

In the table below, you can find the topics, activities, assignments, and the exams that are scheduled for each lesson and the materials that you have to work with prior to our class.

Lecture week	Lesson 1	Prepare for the lesson
1	Digital marketing 1-1. Concepts, strategy and mix.	David Meerman Scott (2015), chapter 2 Catherine T. Smith (2012)
2	Online business models and organizational considerations	Inna Lyubareva et al (2015)
3	Search engine optimization.	Stokes (2013), chapter 9 Eugene B. Visser Melius Weidman (2011)
4	Search engine advertising. Submit project proposal.	Nadia Abou Nabout et al (2014) Stokes (2013), chapter 10
5	Video and viral marketing. Feedback on the project proposal.	David Meerman Scott (2015), chapter 7, 18 Stokes (2013), chapter 13

Lecture week	Lesson 1	Prepare for the lesson
6	Social media marketing. Content marketing.	David Meerman Scott (2015), chapter 4, 15 Paula M.C. Swatman Cornelia Krueger Kornelia van der Beek (2006)
7	Digital Brand Engagement.	Coursaris et al, (2013) Brodie et al, (2013)
8	E/Social CRM. Project Feedback Session (with a proof of progressing analysis).	Band and Petouhoff (2010) Faase et al (2011) Tripp and Gregoire (2011)
9	Mobile Marketing.	Molly Garris et al (2015), chapter 8 Stokes (2013), chapter 17
10	Organisational Memory.	Balmer and Burghausen (2015) Petkova (2016)
11	Group's Project Workshop and Module Evaluation. Final Feedback session.	
12	Group's Project Presentations and a Report Submission incl. the Optimized Strategy.	
13	Theory, problem, case study exam.	

Appendix 1: Relationship with your programme's profile competencies

#	You can:
1	Demonstrate an in-depth understanding of the digital marketing fundamentals.
2	Critically reflect upon the (potential) profitability of different online business models.
3	Critically reflect and weight the advantages and disadvantages of SEO, SEA, video and viral marketing, social media, social CRM, digital brand engagement and mobile marketing.
4	Research the digital and e-commerce platforms' profitability across mature and high growth markets.
5	Discuss the (inter) cultural specificity of digital and e-commerce platforms per mature and high growth markets.
6	Execute online competitors' analysis.
7	Execute online audiences analysis (identify and profile potential, actual and retained users / customers).
8	Design, monitor and optimize a digital marketing strategy.

LG	IBMS Profile Competencies	Level
1.	III.6. International Marketing and Sales Management	2
2.	II.5 Entrepreneurial Management, III.6. International Marketing and Sales Management	2
3.	II.5 Entrepreneurial Management , III.6. International Marketing and Sales Management , VI.7 Ethical Responsibility	2
4.	III.6. Entrepreneurial Management , III.6. International Marketing and Sales Management , VI.7 Ethical Responsibility	2
5.	III.6. Entrepreneurial Management , III.6. International Marketing and Sales Management ,	2 and 3
6.	III.6. International Marketing and Sales Management	3
7.	III.6. International Marketing and Sales Management	3
8.	II.5 Entrepreneurial Management, III.6. International Marketing and Sales Management	3

Appendix 2: Assessment model(s)

2.1 DME Project Presentation Assessment

Presentation	Insufficient < 5,5	Sufficient 6 – 7	Good 8 – 10
Structure and software/ support 25%	The structure of my presentation (introduction, body, conclusion) is hardly recognizable. I insufficiently mark the transitions between the parts or the (sub)topics.	The structure of my presentation (introduction, body, conclusion) is recognizable and I mark the transitions between the parts or the (sub)topics.	The structure of my presentation (introduction, body, conclusion) is clear. The transitions between the parts or the (sub)topics are smooth.
	My introduction does not sufficiently clarify the topic, the design and the goal of my presentation.	I introduce the topic, the design and the goal of my presentation.	They way I introduce my topic, design and goal are well thought of.
	The conclusion at the end of my presentation is missing or is weak.	I end my presentation by giving a summary and/or conclusion.	My summary and/or conclusion are not only factual but also vivid (explanation) or critical (argument and consideration).
	The (support) software is unattractive and inconsistent.	The (support) software is adequately attractive and consistent.	The (support) software adds to the presentation in its' attractiveness and consistency.
	The (support) software does not support the core message and nor provides relevant additional information.	The (support) software covers the core message and provides relevant additional information.	The (support) software enhances the core message and provides relevant additional information.
Content 25%	The key message in my presentation is lacking or is unclear. My presentation has insufficient depth and/or thought.	My presentation has a clear key message and sufficient depth.	My presentation has a clear key message, sufficient depth and thought.
	I insufficiently clarify the goal of my presentation: (argue, consider, explain).	The goal of my presentation is clear: (argue, consider, explain).	During my presentation I am able to make clear that I am aware of what I am doing: (argue, consider, explain)
	The main points of interest are not clear.	The main points of interest are sufficiently presented.	The main points of interest are clearly articulated.
	The presentation is not consistent with the report (where applicable).	The presentation is consistent with the report (where applicable)	The presentation clearly demonstrates and enhances the content of the report (where applicable).
Verbal elements 25%	My presentation does not sound fluent. My intonation sounds rehearsed. I am insufficiently understandable. My tempo is either too fast or too slow.	My presentation sounds fluent. My intonation, tempo, and understandability are sufficient.	I am fluent. My intonation is very natural and I am clearly understandable. My tempo is tuned to the information density of my presentation.
	My business English skills are not sufficient. I do not finish my sentences. I make grammatical mistakes. My vocabulary choice does not match my goals.	My business English skills are sufficient. I use the appropriate vocabulary, grammar and sentence structure.	My business English speaking skills are good. My vocabulary, grammar and sentence structure are rich and varied. I am good at improvisational speaking.
Non-verbal elements 25%	I do not show enthusiasm nor a natural style.	I am enthusiastic and natural.	I am enthusiastic, natural and balanced. I ignite the audience.
	I connect insufficiently with my audience and can not hold their interest.	I connect sufficiently connect with my audience and can hold their interest.	I connect with my audience with great ease and have them at the edge of their seats.
	My posture and body language is unnatural and does not match my message.	My posture and body language are natural and match my message.	I appear at ease and in command. My natural body language enhances my message.
	I do not keep eye-contact with the audience.	I keep eye-contact with the audience.	I have natural eye-contact with the audience which enhances my presentation.



Business Research 1
Research Report
Assessment Form

Part 1: Report Information

Details:

<i>Names:</i>	
<i>Student IDs:</i>	
<i>Report title:</i>	
<i>Lecturer:</i>	

	Research Report: Approved
	Research Report: Revise and Resubmit Improvements (see Reject form) must be implemented before the following date:
	Research Report: Rejected (see comments repair/no-go form) Fail

Date:		
	Signatures of Students	Signature of Lecturer
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Assessment of Research Report

Criteria 1: Business English at Bachelor of Business Administration Level

(This must be at passing level for the report to be accepted)

10-8: Outstanding to good	7.99-5.5: Reasonable to passable	5.49-1: Fail
<ul style="list-style-type: none"> • There are few linguistic errors. • The report uses a clear, comprehensible, and professional style with varied sentence construction. • APA Format is correctly used throughout the text, including Works Cited 	<ul style="list-style-type: none"> • Linguistic errors occur but not as to prevent understanding. • Style is comprehensible/clear but not always professional; flawed sentence construction. • APA Format is used throughout the text, including Works Cited, but may have errors 	<ul style="list-style-type: none"> • Linguistic errors occur consistently, and the report is hard to follow. • The style and sentence construction is basic and does not demonstrate a grasp of the language. • APA Format is not used.

Assessment:

Comments	Grade (must be 5.5 or above)

Criteria 2: Report Structure at Bachelor of Business Administration Level

(This must be at passing level for the report to be accepted)

10-8: Outstanding to good	7.99-5.5: Reasonable to passable	5.49-1: Fail
<ul style="list-style-type: none"> • Executive summary is brief and offers complete overview. • There is overall coherence between chapters, and the information in chapters is always (or mostly) relevant. 	<ul style="list-style-type: none"> • Executive summary is too long, with too many details. • Chapters contain irrelevant information (less than 20%). • Coherence between chapters is clear. 	<ul style="list-style-type: none"> • Executive summary is hard to follow, or incomplete. • Chapters contain irrelevant information (more than 20%). • Coherence between chapters is lacking most of the time.

Assessment:

Comments	Grade (must be 5.5 or above)

Criteria 3: Problem/Opportunity Analysis, Main Research Question, and Sub-questions (15%)

10-8: Outstanding to good	7.99-5.5: Reasonable to passable	5.49-1: Fail
<ul style="list-style-type: none"> Report presents what the problem/opportunity is and why it is a problem/ opportunity concretely. Report offers a clear, analytical, and open-ended main research question. Report provides relevant, measurable sub-questions. There is coherence between RQ and SQs 	<ul style="list-style-type: none"> Report presents concretely what the problem/opportunity is; but hardly any attention is paid to why it is a problem. Main RQ is mostly open-ended, but vague. Sub-questions not always measurable, but relevant. Coherence between RQ and SQs not always clear. 	<ul style="list-style-type: none"> The problem description is too broad; little or no information is provided as to why it is a problem. Main RQ is not open-ended or superficial. Sub-questions are incomplete and/or immeasurable. No coherence between RQ and SQs.

Assessment:

Comments	Grade (must be 5.5 or above)

Criteria 4: Conceptual Framework (20%)

10-8: Outstanding to good	7.99-5.5: Reasonable to passable	5.49-1: Fail
<ul style="list-style-type: none"> Report provides a solid model based on theory, for selection of indicators and applied variables. 	<ul style="list-style-type: none"> Report offers an overview of selected indicators and variables, but does not specify relevance or a critical analysis of those choices. 	<ul style="list-style-type: none"> Report does not specify indicators, and limits itself to a list of variables used.

Assessment:

Comments	Grade (must be 5.5 or above)

Criteria 5: Methods of analysis (15%)

10-8: Outstanding to good	7.99-5.5: Reasonable to passable	5.49-1: Fail
<ul style="list-style-type: none"> Report incorporates correctly executed tables and graphs. Report clarifies the choice for analysis method and methodology matches with the problem description. 	<ul style="list-style-type: none"> Report has tables and graphs but not always correctly selected, nor properly made. Method of analysis is described, and matches the measurement level of selected variables. 	<ul style="list-style-type: none"> Limited execution of tables and graphs, often incorrect.. The analysis method does not support the selected variables.

Assessment:

Comments	Grade (must be 5.5 or above)

Assessment of Research Report—Lecturer

Criteria 6: Results of Research and Analysis, General Conclusions (35%)

10-8: Outstanding to good	7.99-5.5: Reasonable to passable	5.49-1: Fail
<ul style="list-style-type: none"> Report distinguishes the results of findings from the analysis of findings, as well as differentiation from conclusions to those findings. Findings are presented and interpreted in detail; conclusions are well-founded and relevant. The conclusion answers the main question. 	<ul style="list-style-type: none"> Report distinguishes the results of findings from analysis to those findings, but the conclusions do not convince. Findings are presented and interpreted, but may be limited or superficial. Conclusions are superficial. Limited critical review is provided. 	<ul style="list-style-type: none"> Presentation of findings is limited to what serves the purpose, and analysis remains descriptive without reflection of research problem. The relevance does not convince, or is missing. No critical review is provided.

Detailed Criteria for Research and Analysis, General Conclusions

Criteria for external, internal, and confrontation analyses	Grade
<ul style="list-style-type: none"> The analysis correctly applies and provides a sound reasoning for the variables/method selected. The analysis provides a thorough and detailed analysis of the data. 	

Assessment:

Comments	Grade (must be 5.5 or above)

Date:	Name of Students	Name of Lecturer
	-----	-----

Research Report Revise and Resubmit / Reject

To be filled in by the Lecturer.

NB: Make a copy for the archive and submit a written version to the student:

Date -----	Name of Students -----	Name of Supervisor -----
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	Research Report: Revise and Resubmit Improvements (see Reject form) must be implemented before the following date:
	Research Report: Improvements, agreements and deadlines: All improvements must be turned in on the resit date by:

Date:	Signatures of Students -----	Signature of Lecturer -----
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