



COURSE OUTLINE

DIG201

Creating and Leveraging Digital Products

Course Coordinator: Anthony Grace (agrace@usc.edu.au) **School:** School of Business and Creative Industries

2022 | Semester 1

USC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

You will learn about existing digital platforms, tools and methodologies for supporting different types of business and how to assess and integrate appropriate new digital technologies. In this course, you will engage with the requirements for developing digital products and integrated systems using digital platforms. You will also develop contemporary employability skills to create a digital presence and customer experience for a small to medium online business.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Pre-recorded concept videos and associated activity	1hr	Week 1	13 times
Tutorial/Workshop 1 – In-class tutorial	2hrs	Week 1	10 times
Seminar – 6x seminars (including x3 dedicated Task Information seminars)	1hr	Week 1	6 times
ONLINE			
Learning materials – Pre-recorded concept videos and associated activity	1hr	Week 1	13 times
Tutorial/Workshop 1 – Interactive zoom tutorial	2hrs	Week 1	10 times
Seminar – 6x seminars (including x3 dedicated Task Information seminars)	1hr	Week 1	6 times

1.3. Course Topics

- Topic 1: Introduction to the Digital Landscape
- Topic 2: Digital Business Strategy
- Topic 3: Utilising Existing Digital Selling Platforms
- Topic 4: Creating a Digital Product
- Topic 5: Digital Presence
- Topic 6: Digital Systems Integration
- Topic 7: Customer Relationship Management Systems
- Topic 8: Managing Digital Reputation
- Topic 9: Digital Governance Structures
- Topic 10: To App or not to App: the Future of Digital Products

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Association to Advance Collegiate Schools of Business
1 Analyse digital business products	Creative and critical thinker	PC3 - Creative and Critical Thinking
2 Map and evaluate the integration of digital business functional systems.	Creative and critical thinker	PC3 - Creative and Critical Thinking PC6 - Career-ready
3 Identify small/medium business's current and future requirements and recommend, design, and justify relevant digital products/strategies.	Creative and critical thinker	PC3 - Creative and Critical Thinking PC6 - Career-ready
4 Identify community needs and design relevant solutions within a digital context.	Creative and critical thinker	PC2 - Collaboration PC3 - Creative and Critical Thinking PC4 - Community Consciousness
5 Demonstrate written and oral communication skills.	Engaged	PC1 - Communication

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Formative feedback provided in weekly workshop exercises and in class discussions

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Report	Individual	20%	Maximum of 12 slides	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Group	30%	12 minute group presentation	Week 8	Online Assignment Submission with plagiarism check
All	3	Artefact - Creative, and Written Piece	Individual	50%	3000 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Analysis of digital presence and opportunity

GOAL:	Analyse the digital presence of an existing small business in the community and recommend a digital opportunity													
PRODUCT:	Report													
FORMAT:	Submit a PowerPoint Presentation (slide deck) with a transcript. Further details are provided in the assessment area in Canvas													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Analysis of the digital presence of an existing small/medium business</td> <td>1</td> </tr> <tr> <td>2</td> <td>Proposition and justification for a digital strategy</td> <td>3</td> </tr> <tr> <td>3</td> <td>Effective communication and presentation skills including the organisation, flow and visual appeal of the content</td> <td>5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Analysis of the digital presence of an existing small/medium business	1	2	Proposition and justification for a digital strategy	3	3	Effective communication and presentation skills including the organisation, flow and visual appeal of the content	5	
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1	Analysis of the digital presence of an existing small/medium business	1												
2	Proposition and justification for a digital strategy	3												
3	Effective communication and presentation skills including the organisation, flow and visual appeal of the content	5												

All - Assessment Task 2: Pitch of a digital product

GOAL:	Design and deliver a pitch for a digital product that would benefit the local community
PRODUCT:	Oral and Written Piece
FORMAT:	Your group will pitch an idea for a digital product that will add value to the community. Further details are provided in the assessment area in Canvas.

CRITERIA:	No.	Learning Outcome assessed
	1	Identification and justification of a digital product to benefit a local community 4
	2	Design of a digital product to meet the needs of a local community 4
	3	Written and oral communication for delivering a pitch for a digital product. Use of appropriate verbal communication supported by well constructed visual aids 5

All - Assessment Task 3: Creation of a Digital Strategy

GOAL:	Create a digital strategy report to meet the current and future requirements of a small/medium business	
PRODUCT:	Artefact - Creative, and Written Piece	
FORMAT:	<p>You can use the business you chose for task 1 or choose another business. The submission of a template and written reflection around the process for developing a digital product for a small/medium business. Further details are provided in the assessment area in Canvas.</p> <p>This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Competency will be assessed: • PC1.3: Demonstrate digital literacy skills for communication and information sharing in a business context.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Mapping and evaluation of the business's functional systems of a small/medium business 1 2
	2	Identification and justification of the current and future digital requirements of the business 3
	3	Design of a digital strategy that meets the business's requirements 1 3
	4	Accuracy and presentation of written work including English expression, discipline-based vocabulary, grammar, spelling, and punctuation 5

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task

10% (of the assessment task's identified value) for the third day

20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task

A result of zero is awarded for an assessment task submitted seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au