1. **Title of the module**
   Professional Behaviours and Customer Management – PRSN4110

2. **School or partner institution which will be responsible for management of the module**
   Pearson College London

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**
   Level 4

4. **The number of credits and the ECTS value which the module represents**
   15 credits (7.5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   This module can be run in any term: Autumn, Spring or Summer.

6. **Prerequisite and co-requisite modules**
   Please clarify whether students are required to have taken certain modules prior to this one or are required to take certain modules alongside this one.
   None

7. **The programmes of study to which the module contributes**
   - BA (Hons) Business Management - option module
   - BA (Hons) Business Management with Finance - option module
   - BA (Hons) Business Management with Global Industries - option module
   - BA (Hons) Business Management with Law - option module
   - BA (Hons) Business Management with Marketing - option module
   - BA (Hons) Business Management with Entrepreneurship - option module

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to:
   
   8.1 Demonstrate knowledge and understanding of the underlying concepts and principles of professional behaviour and customer management with reference to appropriate theory, frameworks and practice
   8.2 Demonstrate effective oral, IT and written communication skills, including the ability to persuade and influence others, using language and media appropriate to the audience in question;
   8.3 Analyse and present data such as is necessary to be able to deal with the demands of business and professional life;
   8.4 Work effectively in a team including the ability to apply principles of leadership, team building, negotiating, collaborative skills, and the interpersonal behaviours;
   8.5 Present themselves in a way which maximises their personal impact, demonstrating an awareness of different business cultures and environments and adaptability in proactively meeting challenges.
9. **The intended generic learning outcomes.**

   *On successfully completing the module students will be able to:*

9.1) Demonstrate an ability to exercise personal responsibility;

9.2) Collaborate with others and demonstrate an ability to provide feedback to colleagues and receive feedback from colleagues;

9.3) Evaluate different approaches to solving problems.

10. **A synopsis of the curriculum**

    **Module Aims**

    This module aims to develop in students those skills highly valued by employers and essential for the self-employed if they are to succeed in business. It also aims to inculcate in students an awareness of their social and professional responsibilities in addition to empowering them to succeed individually. Though also addressed pervasively across the degree course, a number of these areas are specifically addressed in this level 4 module. The module also explores customer focus and service, complementing the professional skills element of this module, and the sales management component of the level 4 Principles of Business module.

    **Overview of syllabus**

    1. Effective communication
    2. Workplace ethics, culture and professional behaviour
    3. Project and time management
    4. Client relationship management
    5. Team-working and managing meetings
    6. Interpersonal behaviour
    7. Analysis and effective presentation of quantitative and qualitative data
    8. Understanding the business and commercial environment
    9. Core IT skills (eg, Excel, Word, Powerpoint, Google)
    10. Social entrepreneurship and *pro bono* / development activity in a corporate environment
    11. Effective customer management and the financial considerations of selling
    12. Principles of successful selling and negotiation
    13. The importance and practice of “selling through others”

11. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

● Crisan, C, & Borza, A 2012, 'Social Entrepreneurship and Corporate Social Responsibilities', International Business Research, 5, 2, pp. 106-113

Students will be directed to a multiplicity of complementary materials from industry, to complement the academic materials.

12. **Learning and Teaching methods**

As its title suggests, this module is about developing professional behaviours, attitudes, as well as client and selling focus. As such, the learning strategy employed is a mixture of workshop-based teaching interventions and student reflection.

Over the course of the module, there will be ten 3 hour workshops, in which students will explore each aspect of the syllabus within the context of a realistic case study scenario.

Students will then be encouraged to reflect on the relevant area and identify an opportunity through which they can demonstrate the relevant skill / competency / ethical commitment.

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<th>Scheduled Hours:</th>
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<tbody>
<tr>
<td>Placement Hours:</td>
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<td>Independent Study Hours:</td>
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<td>Total Study Hours:</td>
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13. **Assessment methods.**

The module is assessed through

- a coursework assignment of 1,800 words, consisting of an in-tray exercise where learners carry out a number of tasks. This would typically include: a customer-focused task; a task based on problem-solving and/or analysis; and a self-reflective exercise such as a self-appraisal (75% of overall grade); and

- A 15 minute group-assessed team meeting (25% of overall grade)

A student must pass both assessments in order to pass the module.

Other alternative forms of assessment may be developed for resits.

14. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)**

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
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<th>8.3</th>
<th>8.4</th>
<th>8.5</th>
<th>9.1</th>
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<tbody>
<tr>
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15. **Pearson College London recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching.**
Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the College’s Registry which oversees disability/dyslexia student support, and specialist support will be provided where needed.

16. **Campus(es) or Centre(s) where module will be delivered:**
   Pearson College London

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

17. **Partner College/Validated Institution:**
   Pearson College London

18. **University School responsible for the programme:**
   Kent Business School

**FACULTIES SUPPORT OFFICE USE ONLY**

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cov sheet)</th>
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Module Specification Template (September 2015)