

University of the West of Scotland

Module Descriptor

Session:

| | | | |
|--|---|--------------------------|---|
| Title of Module: Avoid using exceptionally long titles (over 45 characters) as this can cause titles to cut off in Banner)Click or tap here to enter text. | | | |
| Code: MARK08014 | SCQF Level: 8 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School: | School of Business & Creative Industries | | |
| Module Co-ordinator: | Eileen Conlan | | |
| Summary of Module | | | |
| <p>Customer service builds upon the theoretical underpinning of relationship marketing. Customer Relationship Marketing (CRM) takes place when a firm develops strategies which assist in creating relationships with the customer to gain their repeat business. Adding value through customer service techniques has many benefits including: aiding the development of positive long-term relationships with customers, cost savings and contributing to overall business success (Wood, 2017; Zeithaml, Bitner and Gremler, 2017; Lucas, 2018).</p> <p>This module examines:</p> <ol style="list-style-type: none"> 1. Personal skills that are essential in providing customer service, the variety of approaches to customer service e.g. human interaction, technology interactions, the influence of personal behavioural styles and how to build and maintain the customer relationship through using personal skills. 2. The variety of ways companies can evaluate and measure the level of customer service provided. <p>The module will aid students in developing an understanding of the importance of customer service in terms of adding value to the company and students will also develop an awareness of personal behavioural styles and the influence this has on the service experience.</p> | | | |

| | | | | | |
|---------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| Module Delivery Method | | | | | |
| Face-To-Face | Blended | Fully Online | HybridC | Hybrid 0 | Work-Based Learning |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| See Guidance Note for details. | | | | | |

| Campus(es) for Module Delivery | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|----------|
| The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate) | | | | | | |
| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Add name |

| Term(s) for Module Delivery | | | | | |
|---|--------------------------|--------|-------------------------------------|--------|--------------------------|
| (Provided viable student numbers permit). | | | | | |
| Term 1 | <input type="checkbox"/> | Term 2 | <input checked="" type="checkbox"/> | Term 3 | <input type="checkbox"/> |

| Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to: | |
|--|---|
| L1 | To understand the concept of customer service and the methods adopted to develop and maintain customer service. |
| L2 | To understand the relationship between the company, the employee and the customer in terms of behaviour |
| L3 | To understand how to evaluate and measure customer service provided (across a variety of industries). |
| L4 | Click or tap here to enter text. |
| L5 | Click or tap here to enter text. |

| Employability Skills and Personal Development Planning (PDP) Skills | |
|---|--|
| SCQF Headings | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | SCQF Level 8 Developing an understanding of the theoretical areas relating to Customer Service. |
| Practice: Applied Knowledge and Understanding | SCQF Level 8 Investigating and demonstrating the practical application of Customer Service theory. |
| Generic Cognitive skills | SCQF Level 8 |

| | | |
|--|--|----------------------|
| | Synthesising academic and applied research material in order to plan and write reports. | |
| Communication, ICT and Numeracy Skills | SCQF Level 8 Demonstrate Communication Fluency - both oral and written which will require comprehensive ICT skills to be developed. | |
| Autonomy, Accountability and Working with others | SCQF Level 8 The ability to work and present as a team. Developing an ability to research relevant theory and produce original work in the form of reports. | |
| Pre-requisites: | Before undertaking this module the student should have undertaken the following: | |
| | Module Code: | Module Title: |
| | Other: | |
| Co-requisites | Module Code: | Module Title: |

*Indicates that module descriptor is not published.

| Learning and Teaching | |
|---|--|
| In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. | |
| Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture/Core Content Delivery | 24 |
| Tutorial/Synchronous Support Activity | 12 |
| Independent Study | 164 |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |

| | |
|-----------------|-----------------|
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| | 200 Hours Total |

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Lucas, R (2018) 'Customer Service Skills for success' (7th edn), McGraw-Hill

Timm, P (2014) 'Customer Service: Career Success Through Customer Loyalty' (6th edn), Pearson Education Ltd.

Zeithaml, V., Bitner, M and Gremler, D (2017) 'Service Marketing: Integrating Customer Focus Across the Firm' (7edn), McGraw-Hill International

Click or tap here to enter text.

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Attendance of lectures, tutorials, engaging in class discussions and submission of assessments.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

| | |
|---------------------------------------|---|
| Divisional Programme Board | Marketing, Innovation, Tourism & Events |
| Assessment Results (Pass/Fail) | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| School Assessment Board | Marketing, Innovation, Tourism & Events |
| Moderator | Pravin Balaraman |
| External Examiner | E Tsougkou |
| Accreditation Details | e.g. ACCA Click or tap here to enter text. |
| Changes/Version Number | |

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 is a practical assessment with a short written reflection worth 50% of the overall grade.

Assessment 2 is a written report worth 50% of the overall grade.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

| Component 1 | | | | | | | |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| | x | | | | | 50 | 0 |

| Component 2 | | | | | | | |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| | | x | | | | 50 | 0 |

| Component 3 | | | | | | | |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| | | | | | | | |
| Combined Total for All Components | | | | | | 100% | XX hours |

Change Control:

| What | When | Who |
|---|-------------|------------|
| Further guidance on aggregate regulation and application when completing template | 16/01/2020 | H McLean |
| Updated contact hours | 14/09/21 | H McLean |
| Updated Student Attendance and Engagement Procedure | 19/10/2023 | C Winter |
| Updated UWS Equality, Diversity and Human Rights Code | 19/10/2023 | C Winter |
| Guidance Note 23-24 provided | 12/12/23 | D Taylor |
| General housekeeping to text across sections. | 12/12/23 | D Taylor |

Version Number: MD Template 1 (2023-24)