



Customer Lifecycle Management Course Descriptor

Course Title	Customer Lifecycle Management	Faculty	EDGE Innovation Unit (London)
Course code	NCHNAP686	Course Leader	Professor Scott Wildman (interim)
Credit points	15	Teaching Period	This course will typically be delivered over a 6-week period.
FHEQ level	6	Date approved	June 2020
Compulsory/Optional	Compulsory for IT Consultant Specialism		
Pre-requisites	None		
Co-requisites	None		

COURSE SUMMARY

In this course learners will explore customer relationship management (CRM) and the importance of customer value to an organisation. Each stage of the customer management lifecycle will be examined, with real-world examples to demonstrate how theoretical principles may be deployed. Ethical and regulatory issues will be discussed regarding customer data management and individual rights. The course will conclude with an evaluation of CRM software solutions and how they can be effectively used by the IT consultant.

COURSE AIMS

- Train learners in customer relationship management.
- Train learners in understanding and managing the customer lifecycle.
- For learners to better understand customer relationships and thus be more successful at achieving individual, team and organisation goals.

LEARNING OUTCOMES

On successful completion of the course, learners will be able to:

KNOWLEDGE AND UNDERSTANDING

- K1c Critically understand the underlying principles and concepts of customer relationship management (CRM), the limits, benefits and added value to the customer and organisation.
- K2c Systematically understand and have detailed knowledge of each stage of the customer management lifecycle and how to implement this knowledge in real-world scenarios with an appreciation of the limits and uncertainty associated with the method.
- K3c Conceptually understand the ethical and regulatory framework that an IT consultant must work in when managing customers and customer data and be able to apply this knowledge in project design.

SUBJECT SPECIFIC SKILLS

- S1c Apply the customer management lifecycle to real-world example.
- S2c identify organisational requirements and tailor a customer management solution accordingly.

TRANSFERABLE AND PROFESSIONAL SKILLS

- T1ci Demonstrate enhanced analytical skills by linking theoretical perspectives to organisational situations.
- T1cii Utilise an advanced level of technical proficiency of written English, while effectively applying scholarly terminology, to critically evaluate, analyse and make judgements and apply these appropriately to a range of diverse contexts.
- T2c Work independently and professionally.
- T3c Demonstrate a high-level of communication skills.

TEACHING AND LEARNING

This is an e-learning course, taught throughout the year.

This course can be offered as a standalone short course.

Teaching and learning strategies for this course will include:

- On-line learning
- On-line discussion groups
- On-line assessment

Course information and supplementary materials will be available on the College's Virtual Learning Environment (VLE).

Learners are required to attend and participate in all the formal and timetabled sessions for this course. Learners are also expected to manage their self-directed learning and independent study in support of the course.

The course learning and teaching hours will be structured as follows:

- Off-the-job learning and teaching (6 days x 7 hours) = 42 hours
- On-the-job learning (12 days x 7 hours) = 84 hours (e.g. 2 days per week for 6 weeks)
- Private study (4 hours per week) = 24 hours

Total = 150 hours

Workplace assignments (see below) will be completed as part of on-the-job learning.

ASSESSMENT

FORMATIVE

Learners will be formatively assessed during the course by means of set assignments. These will not count towards the final degree but will provide learners with developmental feedback.

SUMMATIVE

Assessment will be in two forms:

AE	Assessment Type	Weighting	Online submission	Duration	Length
1	Written assignment	50%	Yes	-	2,000 words +/- 10%, excluding data tables
2	Report based on workplace case study	50%	Yes	-	2,000 words +/- 10%, excluding data tables

FEEDBACK

Learners will receive formal feedback in a variety of ways: written (via email or VLE correspondence) and indirectly through online discussion groups. Learners will also attend a formal meeting with their Academic Mentor (and for apprentices, including their Line Manager). These bi- or tri-partite reviews will monitor and evaluate the learner's progress.

Feedback is provided on summatively assessed assignments and through generic internal examiners' reports, both of which are posted on the VLE.

INDICATIVE READING

Note: Comprehensive and current reading lists for courses are produced annually in the Course Syllabus or other documentation provided to learners; the indicative reading list provided below is used as part of the approval/modification process only.

BOOKS

- Linoff, G.S., (2011), *Data mining techniques for marketing, sales, and customer relationship management*, Hoboken: Wiley
- Kostojohn, S., (2011), *CRM fundamentals*, Berkeley, CA: Apress
- Buttle, F., and Maklan, S., (2019), *Customer Relationship Management: Concepts and Technologies*, Routledge

JOURNALS

Learners are encouraged to consult relevant journals on customer lifecycle management.

ELECTRONIC RESOURCES

Learners are encouraged to consult relevant electronic resources on customer lifecycle management.

INDICATIVE TOPICS

- Customer relationship management (CRM)
- Customer management lifecycle
- Ethics and data protection

Title: NCHNAP686 Customer Lifecycle Management					
Approved by: Academic Board					
Location: Academic Handbook/Programme specifications and Handbooks/ Undergraduate Apprenticeship Programmes/BSc (Hons) Digital & Technology Solutions Programme Specification/Course Descriptors					
Version number	Date approved	Date published	Owner	Proposed next review date	Modification (As per AQF4) & category number
2.1	May 2022	May 2022	Scott Wildman	June 2025	Category 1: Corrections/clarifications to documents which do not change approved content.
2.0	January 2022	April 2022	Scott Wildman	June 2025	Category 3: Changes to Learning Outcomes
1.0	June 2020	June 2020	Scott Wildman	June 2025	