

Programme Specification

BSc (Hons) Professional Practice in B2B Sales



1. Programme title	BSc (Hons) Professional Practice in Business to Business Sales Dip HE Professional Practice in Business to Business Sales Cert HE Professional Practice in Business to Business Sales
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University and Consalia Ltd
4. Details of accreditation by professional/ statutory/ regulatory body	Aligned with and specifically designed to deliver the knowledge, skills, professional behaviours and values required by the level 6 Business to Business (B2B) Sales Professional Degree Apprenticeship Standard as approved by the Institute for Apprenticeships 2017. Achievement of this Degree Apprenticeship Standard meets the eligibility requirements for Sales Certification with the Association of Professional Sales (APS).
5. Final qualification	BSc (Hons), Dip HE, Cert HE
6. Year of validation	2017
Year of amendment	N/A
7. Language of study	English
8. Mode of study	Full time work-based learning and blended study

9. Criteria for admission to the programme

Degree Apprenticeship route:

- Employment in a relevant B2B sales role as a degree apprentice.

- Individual employers will set the selection criteria for their Apprentices. Most candidates will have two A levels (or equivalent alternative relevant Level 3 qualifications), and English, Maths and ICT at Level 2. Relevant or prior experiential learning may also be considered as an alternative.
- Evidence of the ability to successfully engage with reflective work-based learning based on pre-entry assessment

Employer sponsored route:

- Employment in a relevant B2B sales role and sponsored by an employer
- Individual employers will be consulted/agree the selection criteria for candidates with the university. Most candidates will have two A levels (or equivalent alternative relevant Level 3 qualifications), and English, Maths and ICT at Level 2. Relevant or prior experiential learning may also be considered as an alternative.
- Evidence of the ability to successfully engage with reflective work-based learning based on pre-entry assessment

10. Aims of the programme

The programme aims to:

- Meet the B2B Sales Professional workforce development needs of employers.
- Provide an integrated degree apprenticeship to enable apprentices/students to develop full professional competence with respect to the knowledge, skills, professional behaviours and values specified in the nationally approved B2B Sales Professional Degree Apprenticeship Standard.
- To provide an opportunity for B2B Sales professional apprentices/students to gain professional body recognition.
- To contribute to the professionalisation of the B2B Sales sector and to enhance standards of B2B Sales practice

11. Programme outcomes

The programme learning outcomes correspond to the required Knowledge, Skills, Professional Behaviours and Values as specified in the nationally approved B2B Sales Professional Degree Apprenticeship Standard at level 6. The programme learning outcomes are also aligned with the Middlesex University's Work Based Learning Academic Level Descriptors at levels 4, 5 and 6. These Descriptors define the learning expectations for work-based learning programmes in terms of Knowledge and Understanding (KU), Cognitive Skills (CS), Practical Skills (PS) and Personal and Enabling Skills (PES) at each level of academic achievement. The referencing for this alignment is indicated by the code in brackets at the end of each programme learning outcome. For example, (KU1) indicates that the programme learning outcome is aligned with the first Work Based learning Academic Level Descriptor listed in the 'Knowledge and Understanding' category, (PS3) indicates alignment with the third descriptor of the 'Practical Skills' category and so on.

Bachelor of Science with Honours - BSc (Hons)

The programmes learning outcomes for the BSc (Hons) qualification are indicated below:

<p>A. Knowledge and understanding</p> <p>On completion of this programme the successful apprentice/student will have knowledge and understanding of how to:</p> <p>1. Prospecting and Qualification Analyse the business environment, industry, sector and competitors to identify potential new customers. Build, prioritise and manage the pipeline of prospects according to their potential, ensuring strategic and commercial fit with own organisation. (KU1, CS1)</p> <p>2. Sales Planning Plan strategically and consistently to meet sales targets through prospecting, qualification and pipeline management. Define, refine and validate specific customer requirements in the terminology of the customer's business and industry. (KU1, CS3)</p> <p>3. Solution Development Use customer insight/requirements underpinned by an excellent level of portfolio and product knowledge. Analyse and create innovative solutions and propositions that deliver tangible business benefits to customers. (KU1, CS1, CS3)</p> <p>4. Developing Proposals Develop effective sales proposals, tender documents and presentations utilising a range of communications tools and techniques. Produce compelling formal proposals using the customers' terminology and framed in a way to meet the customers' needs. (KU1, PS2, PS3)</p> <p>5. Commercial Acumen Contribute to commercial strategies with a deep understanding of financial principles and the external environment such as relevant markets, competitors and associated products and services. Assess opportunities and risks for consideration through line management of others to support successful outcomes. (KU1, CS3)</p> <p>6. Post Sales Delivery Manage customer's expectations and the strategic value of achieving these. Influence teams to ensure company alignment with the customer. Analyse the company's performance together with the customer's view of every interaction and surmise how this can</p>	<p>Teaching/learning methods</p> <p>Apprentices/students gain knowledge and understanding through a blended learning and teaching approach including:</p> <ul style="list-style-type: none"> • Induction and review of progress workshops • Computer based individual and group exercises • Peer learning sets • Structured diagnostic exercises and activities supported by briefing notes • Completion of learning journal • One-to-one coaching • Work-based learning • Formative feedback on work from tutors through blended approaches including; face to face, via email, webcam, MyLearning discussion boards and workshops • Student-led interaction via online discussion forums including MyLearning • Self-directed learning facilitated by programme and module handbooks, MyLearning and other learning materials <p>The programme adopts a learner-centric approach, which means that specific methods and tasks will be discussed and agreed with the students and also with prospective employers to meet individual professional development and/or organisational development needs.</p> <p>Assessment methods</p> <p>Apprentices'/students' knowledge and understanding is assessed by:</p> <p>Learning Journal Portfolio</p>
---	---

be used to inform continuous improvement. (KU1, CS1, CS3)

7. Applied Insights

Interpret and apply customer, competitor, consumer and market insight and intelligence from digital and traditional sources. Use these insights to effect actionable and ethical change of behaviours for mutual commercial benefit. (KU1, KU2, PES2)

Reflective commentary

Role play

Online 360 Feedback

Work-based project

Portfolio

Report

Case Study Analysis

Action Plan

Professional Development Plan

Sales Plan/Proposal

Stakeholder Map

Customer/Stakeholder Survey

Sales Pitch

Presentation

Panel Interview

Research project proposal

B. Skills (Cognitive and Practical)

On completion of this programme the successful apprentice/student will be able to:

1. Working with others

Be influential, able to conduct stakeholder analysis and develop strong relationships at all levels, internally and externally, to build trust. Interact professionally and ethically maintaining a positive and flexible attitude. Demonstrate emotional intelligence. (KU2, CS1, PS2, PS3, PES2)

2. Consultative Selling

Work with customers to identify new business and market challenges, utilising insights and good questioning and listening techniques. Identify strategic and innovative solutions integrating products and excellent service solutions, to meet customer needs. (CS3, PS1, PS3)

3. Pitching

Lead a confident, clear and compelling sales pitch in front of a customer, which builds rapport, establishes credibility and delivers commercial benefit. Handle questions, objections and demonstrates the value of the proposal in a clear, quantifiable way. (PS3, PES2)

4. Negotiation and Closing

Apply the principles of negotiation, develops strategies and tactics to a mutually agreeable outcome, ensuring both customer and supplier leave

Teaching/learning methods

Apprentices/students learn cognitive and practical skills through a blended learning and teaching approach including:

- Induction and review of progress workshops
- Computer based individual and group exercises
- Peer learning sets
- Structured diagnostic exercises and activities supported by briefing notes
- Completion of learning journal
- One-to-one coaching
- Work-based learning
- Formative feedback on work from tutors through blended approaches including; face to face, via email, webcam, MyLearning discussion boards and workshops
- Student-led interaction via online discussion forums including MyLearning
- Self-directed learning facilitated by programme and module handbooks, MyLearning and other learning materials

committed to outcome. (PS2, PS3)

5. Psychology of Sales

Critically reflect on the different psychological needs of customers and other key stakeholders in the buying/selling process. Take into account strategic and organisational context when adapting their sales approaches, by using the psychological models pertinent to developing positive and ethical buyer and seller relationships. (KU2, CS1, CS2)

6. Leveraging Digital Business

Adopt different approaches to social selling & digital technologies which aid the sales process. Develop a digital selling strategy that leverages social selling to support lead generation, nurturing and customer engagement. Develop digital networks and drive insight led engagements. Measure results and return on investment. (CS3, PS1, PS2, PS3)

The programme adopts a learner-centric approach, which means that specific methods and tasks will be discussed and agreed with the students and also with prospective employers to meet individual professional development and/or organisational development needs

Assessment methods

Apprentices'/students' cognitive and practical skills are assessed by:

- Learning Journal
- Portfolio
- Reflective commentary
- Role play
- Online 360 Feedback
- Work-based project
- Portfolio
- Report
- Case Study Analysis
- Action Plan
- Professional Development Plan
- Sales Plan/Proposal
- Stakeholder Map
- Customer/Stakeholder Survey
- Sales Pitch
- Presentation
- Panel Interview
- Research project proposal

C. Professional Behaviours and Values

On completion of the programme the successful apprentice/student will be able to:

1. Ethics, Trust and Integrity

Promote and protect good sales practices (in accordance with the organisation's Sales Code of Conduct). Maintains the highest level of integrity in all business relationships. (KU2, PES2)

2. Management of Self

Ensure effective time management, prioritisation and strategic alignment of activities. Continually reflect

Teaching/learning methods

Apprentices/students learn professional behaviours and values through a blended learning and teaching approach including:

- Induction and review of progress workshops
- Computer based individual and group exercises
- Peer learning sets
- Structured diagnostic exercises and activities supported by briefing notes
- Completion of learning journal

and review own performance. Understand impact on others. (CS2, PES1, PES2)

3. Interpersonal Skills

Relate well to all people and builds effective relationships diplomatically and tactfully.

Demonstrate a positive mindset and attitude and a range of skills and approaches knowing when to use different models of communication and influencing with whom. (PS2, PS3, PES2)

4. Customer Focused

Act as a customer advocate within your own organisation. (KU2, CS2, PES2)

- One-to-one coaching
- Work-based learning
- Formative feedback on work from tutors through blended approaches including; face to face, via email, webcam, MyLearning discussion boards and workshops
- Student-led interaction via online discussion forums including MyLearning
- Self-directed learning facilitated by programme and module handbooks, MyLearning and other learning materials

The programme adopts a learner-centric approach, which means that specific methods and tasks will be discussed and agreed with the students and also with prospective employers to meet individual professional development and/or organisational development needs

Assessment methods

Apprentices'/students' professional behaviours and values are assessed by:

Learning Journal

Portfolio

Reflective commentary

Role play

Online 360 Feedback

Work-based project

Portfolio

Report

Case Study Analysis

Action Plan

Professional Development Plan

Sales Plan/Proposal

Stakeholder Map

Customer/Stakeholder Survey

Sales Pitch

Presentation

Panel Interview

	Research project proposal
<p>Diploma in Higher Education</p> <p>The programmes learning outcomes for the Diploma in Higher Education qualification are indicated below:</p>	
<p>A. Knowledge and understanding</p> <p>On completion of this programme the successful apprentice/student will have knowledge and understanding of how to:</p> <p>1. Prospecting and Qualification Analyse the business environment, industry, sector and competitors to identify potential new customers. Build, prioritise and manage the pipeline of prospects according to their potential, ensuring strategic and commercial fit with own organisation. (KU1, CS1)</p> <p>2. Sales Planning Plan strategically and consistently to meet sales targets through prospecting, qualification and pipeline management. Define, refine and validate specific customer requirements in the terminology of the customer's business and industry. (KU1, CS3)</p> <p>3. Solution Development Use customer insight/requirements underpinned by an excellent level of portfolio and product knowledge. Analyse and create innovative solutions and propositions that deliver tangible business benefits to customers. (KU1, CS1, CS3)</p> <p>4. Developing Proposals Develop effective sales proposals, tender documents and presentations utilising a range of communications tools and techniques. Produce compelling formal proposals using the customers' terminology and framed in a way to meet the customers' needs. (KU1, PS2, PS3)</p> <p>5. Commercial Acumen Contribute to commercial strategies with a deep understanding of financial principles and the external environment such as relevant markets, competitors and associated products and services. Assess opportunities and risks for consideration through line management of others to support successful outcomes. (KU1, CS3)</p> <p>6. Post Sales Delivery</p>	<p>Teaching/learning methods</p> <p>Apprentices/students gain knowledge and understanding through a blended learning and teaching approach including:</p> <ul style="list-style-type: none"> • Induction and review of progress workshops • Computer based individual and group exercises • Peer learning sets • Structured diagnostic exercises and activities supported by briefing notes • Completion of learning journal • One-to-one coaching • Work-based learning • Formative feedback on work from tutors through blended approaches including; face to face, via email, webcam, MyLearning discussion boards and workshops • Student-led interaction via online discussion forums including MyLearning • Self-directed learning facilitated by programme and module handbooks, MyLearning and other learning materials <p>The programme adopts a learner-centric approach, which means that specific methods and tasks will be discussed and agreed with the students and also with prospective employers to meet individual professional development and/or organisational development needs.</p>

Manage customer's expectations and the strategic value of achieving these. Influence teams to ensure company alignment with the customer. Analyse the company's performance together with the customer's view of every interaction and surmise how this can be used to inform continuous improvement. (KU1, CS1, CS3)

Assessment methods

Apprentices'/students' knowledge and understanding is assessed by:

- Learning Journal
- Portfolio
- Reflective commentary
- Role play
- Online 360 Feedback
- Work-based project
- Portfolio
- Report
- Case Study Analysis
- Action Plan
- Professional Development Plan
- Sales Plan/Proposal
- Stakeholder Map
- Customer/Stakeholder Survey
- Sales Pitch
- Presentation
- Panel Interview
- Research project proposal

B. Skills (Cognitive and Practical)

On completion of this programme the successful apprentice/student will be able to:

1. Working with others

Be influential, able to conduct stakeholder analysis and develop strong relationships at all levels, internally and externally, to build trust. Interact professionally and ethically maintaining a positive and flexible attitude. Demonstrate emotional intelligence. (KU2, CS1, PS2, PS3, PES2)

2. Consultative Selling

Work with customers to identify new business and market challenges, utilising insights and good questioning and listening techniques. Identify strategic and innovative solutions integrating products and excellent service solutions, to meet customer needs. (CS3, PS1, PS3)

3. Pitching

Lead a confident, clear and compelling sales pitch in front of a customer, which builds rapport, establishes credibility and delivers commercial benefit. Handle questions, objections and demonstrates the value of the proposal in a clear, quantifiable way. (PS3,

Teaching/learning methods

Apprentices/students learn cognitive and practical skills through a blended learning and teaching approach including:

- Induction and review of progress workshops
- Computer based individual and group exercises
- Peer learning sets
- Structured diagnostic exercises and activities supported by briefing notes
- Completion of learning journal
- One-to-one coaching
- Work-based learning
- Formative feedback on work from tutors through blended approaches including; face to face, via email, webcam, MyLearning discussion boards and workshops

<p>PES2)</p> <p>4. Negotiation and Closing Apply the principles of negotiation, develops strategies and tactics to a mutually agreeable outcome, ensuring both customer and supplier leave committed to outcome. (PS2, PS3)</p> <p>5. Psychology of Sales Critically reflect on the different psychological needs of customers and other key stakeholders in the buying/selling process. Take into account strategic and organisational context when adapting their sales approaches, by using the psychological models pertinent to developing positive and ethical buyer and seller relationships. (KU2, CS1, CS2)</p> <p>6. Leveraging Digital Business Adopt different approaches to social selling & digital technologies which aid the sales process. Develop a digital selling strategy that leverages social selling to support lead generation, nurturing and customer engagement. Develop digital networks and drive insight led engagements. Measure results and return on investment. (CS3, PS1, PS2, PS3)</p>	<ul style="list-style-type: none"> • Student-led interaction via online discussion forums including MyLearning • Self-directed learning facilitated by programme and module handbooks, MyLearning and other learning materials <p>The programme adopts a learner-centric approach, which means that specific methods and tasks will be discussed and agreed with the students and also with prospective employers to meet individual professional development and/or organisational development needs</p> <p>Assessment methods</p> <p>Apprentices'/students' cognitive and practical skills are assessed by:</p> <p>Learning Journal Portfolio Reflective commentary Role play Online 360 Feedback Work-based project Portfolio Report Case Study Analysis Action Plan Professional Development Plan Sales Plan/Proposal Stakeholder Map Customer/Stakeholder Survey Sales Pitch Presentation Panel Interview Research project proposal</p>
<p>C. Professional Behaviours and Values</p> <p>On completion of the programme the successful apprentice/student will be able to:</p> <p>1. Ethics, Trust and Integrity Promote and protect good sales practices (in accordance with the organisation's Sales Code of</p>	<p>Teaching/learning methods</p> <p>Apprentices/students learn professional behaviours and values through a blended learning and teaching approach including:</p>

Conduct). Maintains the highest level of integrity in all business relationships. (KU2, PES2)

2. Management of Self

Ensure effective time management, prioritisation and strategic alignment of activities. Continually reflect and review own performance. Understand impact on others. (CS2, PES1, PES2)

3. Interpersonal Skills

Relate well to all people and builds effective relationships diplomatically and tactfully. Demonstrate a positive mindset and attitude and a range of skills and approaches knowing when to use different models of communication and influencing with whom. (PS2, PS3, PES2)

4. Customer Focused

Act as a customer advocate within your own organisation. (KU2, CS2, PES2)

- Induction and review of progress workshops
- Computer based individual and group exercises
- Peer learning sets
- Structured diagnostic exercises and activities supported by briefing notes
- Completion of learning journal
- One-to-one coaching
- Work-based learning
- Formative feedback on work from tutors through blended approaches including; face to face, via email, webcam, MyLearning discussion boards and workshops
- Student-led interaction via online discussion forums including MyLearning
- Self-directed learning facilitated by programme and module handbooks, MyLearning and other learning materials

The programme adopts a learner-centric approach, which means that specific methods and tasks will be discussed and agreed with the students and also with prospective employers to meet individual professional development and/or organisational development needs

Assessment methods

Apprentices'/students' professional behaviours and values are assessed by:

Learning Journal
Portfolio
Reflective commentary
Role play
Online 360 Feedback
Work-based project
Portfolio
Report
Case Study Analysis

	Action Plan Professional Development Plan Sales Plan/Proposal Stakeholder Map Customer/Stakeholder Survey Sales Pitch Presentation Panel Interview Research project proposal
<p>Certificate in Higher Education</p> <p>The programmes learning outcomes for the Certificate in Higher Education qualification are indicated below:</p>	
<p>A. Knowledge and understanding</p> <p>On completion of this programme the successful apprentice/student will have knowledge and understanding of how to:</p> <p>1. Prospecting and Qualification Analyse the business environment, industry, sector and competitors to identify potential new customers. Build, prioritise and manage the pipeline of prospects according to their potential, ensuring strategic and commercial fit with own organisation. (KU1, CS1)</p> <p>2. Sales Planning Plan strategically and consistently to meet sales targets through prospecting, qualification and pipeline management. Define, refine and validate specific customer requirements in the terminology of the customer's business and industry. (KU1, CS3)</p> <p>3. Solution Development Use customer insight/requirements underpinned by an excellent level of portfolio and product knowledge. Analyse and create innovative solutions and propositions that deliver tangible business benefits to customers. (KU1, CS1, CS3)</p> <p>4. Developing Proposals Develop effective sales proposals, tender documents and presentations utilising a range of communications tools and techniques. Produce compelling formal proposals using the customers' terminology and framed in a way to meet the customers' needs. (KU1, PS2, PS3)</p>	<p>Teaching/learning methods</p> <p>Apprentices/students gain knowledge and understanding through a blended learning and teaching approach including:</p> <ul style="list-style-type: none"> • Induction and review of progress workshops • Computer based individual and group exercises • Peer learning sets • Structured diagnostic exercises and activities supported by briefing notes • Completion of learning journal • One-to-one coaching • Work-based learning • Formative feedback on work from tutors through blended approaches including; face to face, via email, webcam, MyLearning discussion boards and workshops • Student-led interaction via online discussion forums including MyLearning • Self-directed learning facilitated by programme and module handbooks, MyLearning and other learning materials

	<p>The programme adopts a learner-centric approach, which means that specific methods and tasks will be discussed and agreed with the students and also with prospective employers to meet individual professional development and/or organisational development needs.</p> <p>Assessment methods</p> <p>Apprentices'/students' knowledge and understanding is assessed by:</p> <p>Learning Journal Portfolio Reflective commentary Role play Online 360 Feedback Work-based project Portfolio Report Presentation</p>
<p>B. Skills (Cognitive and Practical)</p> <p>On completion of this programme the successful apprentice/student will be able to:</p> <p>1. Working with others Be influential, able to conduct stakeholder analysis and develop strong relationships at all levels, internally and externally, to build trust. Interact professionally and ethically maintaining a positive and flexible attitude. Demonstrate emotional intelligence. (KU2, CS1, PS2, PS3, PES2)</p> <p>2. Consultative Selling Work with customers to identify new business and market challenges, utilising insights and good questioning and listening techniques. Identify strategic and innovative solutions integrating products and excellent service solutions, to meet customer needs. (CS3, PS1, PS3)</p> <p>3. Psychology of Sales Critically reflect on the different psychological needs of customers and other key stakeholders in the buying/selling process. Take into account strategic and organisational context when adapting their sales approaches, by using the psychological models</p>	<p>Teaching/learning methods</p> <p>Apprentices/students learn cognitive and practical skills through a blended learning and teaching approach including:</p> <ul style="list-style-type: none"> • Induction and review of progress workshops • Computer based individual and group exercises • Peer learning sets • Structured diagnostic exercises and activities supported by briefing notes • Completion of learning journal • One-to-one coaching • Work-based learning • Formative feedback on work from tutors through blended approaches including; face to face, via email, webcam, MyLearning discussion boards and workshops

<p>pertinent to developing positive and ethical buyer and seller relationships. (KU2, CS1, CS2)</p>	<ul style="list-style-type: none"> • Student-led interaction via online discussion forums including MyLearning • Self-directed learning facilitated by programme and module handbooks, MyLearning and other learning materials <p>The programme adopts a learner-centric approach, which means that specific methods and tasks will be discussed and agreed with the students and also with prospective employers to meet individual professional development and/or organisational development needs</p> <p>Assessment methods</p> <p>Apprentices'/students' cognitive and practical skills are assessed by:</p> <p>Learning Journal Portfolio Reflective commentary Role play Online 360 Feedback Work-based project Portfolio Report Professional Development Plan Sales Plan/Proposal Presentation</p>
<p>C. Professional Behaviours and Values</p> <p>On completion of the programme the successful apprentice/student will be able to:</p> <p>1. Ethics, Trust and Integrity Promote and protect good sales practices (in accordance with the organisation's Sales Code of Conduct). Maintains the highest level of integrity in all business relationships. (KU2, PES2)</p> <p>2. Management of Self Ensure effective time management, prioritisation and strategic alignment of activities. Continually reflect</p>	<p>Teaching/learning methods</p> <p>Apprentices/students learn professional behaviours and values through a blended learning and teaching approach including:</p> <ul style="list-style-type: none"> • Induction and review of progress workshops • Computer based individual and group exercises • Peer learning sets • Structured diagnostic exercises and activities supported by briefing notes

and review own performance. Understand impact on others. (CS2, PES1, PES2)

3. Interpersonal Skills

Relate well to all people and builds effective relationships diplomatically and tactfully.

Demonstrate a positive mindset and attitude and a range of skills and approaches knowing when to use different models of communication and influencing with whom. (PS2, PS3, PES2)

4. Customer Focused

Act as a customer advocate within your own organisation. (KU2, CS2, PES2)

- Completion of learning journal
- One-to-one coaching
- Work-based learning
- Formative feedback on work from tutors through blended approaches including; face to face, via email, webcam, MyLearning discussion boards and workshops
- Student-led interaction via online discussion forums including MyLearning
- Self-directed learning facilitated by programme and module handbooks, MyLearning and other learning materials

The programme adopts a learner-centric approach, which means that specific methods and tasks will be discussed and agreed with the students and also with prospective employers to meet individual professional development and/or organisational development needs

Assessment methods

Apprentices'/students' professional behaviours and values are assessed by:

Learning Journal

Portfolio

Reflective commentary

Role play

Online 360 Feedback

Work-based project

Portfolio

Report

Case Study Analysis

Action Plan

Professional Development Plan

Sales Plan/Proposal

Stakeholder Map

Customer/Stakeholder Survey

Sales Pitch

Presentation

--	--

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

Level 4 – 120 credits

Professional Development Portfolio 1 – 20 credits

The B2B Sales Environment 20 credits	Market Insight and Intelligence 20 credits	Introduction to Digital Selling 20 credits	Negotiated B2B Sales Project 20 credits
Learning and Studying at Work 20 credits			

Level 5 – 120 credits

Professional Development Portfolio 2 – 20 credits

Commercial Awareness and Financial Principles 20 credits	Developing Sales Solutions and Proposals 20 credits	The Psychology of Sales and Negotiation 20 credits	Customer Experience 20 credits	Negotiated B2B Sales Project 20 credits
--	---	--	--	---

Level 6 – 120 credits

Professional Development Portfolio 3 – 20 credits

Professional and Ethical Sales Practice 20 credits	Strategic Planning in B2B Sales 20 credits	Professional Proposal and Research Skills 20 credits	Final Negotiated B2B Sales Project 40 credits
--	--	--	---

12.2 Levels and modules

Level 4 (1)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following modules:</p> <ul style="list-style-type: none"> • The B2B Sales Environment • Learning and Studying at Work • Market Insight and Intelligence • Introduction to Digital Selling • Professional Development Portfolio 1 • Negotiated B2B Sales Project 1 		<p>Students must pass 100 credits to progress to level 5</p>
Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following modules:</p> <ul style="list-style-type: none"> • Commercial Awareness and Financial Principles • Developing Sales Solutions and Proposals • The Psychology of Sales and Negotiation • Customer Experience • Professional Development Portfolio 2 • Negotiated B2B Sales Project 2 		<p>Students must pass 200 credits to progress to level 6</p>
Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

<p>Students must take all of the following modules:</p> <ul style="list-style-type: none"> • Professional and Ethical Sales Practice • Strategic Planning in B2B Sales • Professional Proposal and Research Skills • Professional Development Portfolio 3 • Final Negotiated B2B Sales Project 		
---	--	--

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
4,5,6	All modules are non-compensatable

13. Curriculum map

See Appendix.

14. Information about assessment regulations

Middlesex University assessment regulations:

All modules will be assessed in accordance with standard Middlesex University procedures and regulations see <http://www.mdx.ac.uk/about-us/policies/university-regulations>. All assessment for all modules will be based on coursework alone and will be graded accordingly. The grades for these modules will determine the Bachelors degree classification (1st Class Honours, Second Class Honours Upper, Second Class Honours Lower or Third Class Honours). Certificate of Higher Education and Diploma of Higher Education qualifications will be awarded on a Pass/Fail basis.

B2B Sales Professional Degree Apprenticeship Assessment Plan

This programme complies with the nationally approved integrated Degree Apprenticeship Assessment Plan, which can be found at [insert link once Assessment Plan is approved and published]. As an integrated Degree Apprenticeship there is no requirement for a separate End-point Assessment (EPA) to complete the apprenticeship. The requirements for EPA are built into the final stage modules of the Bachelors degree programme.

The end-point assessment is specifically designed to test the professional competence of the apprentice to undertake the B2B Sales Professional job role. The gateway requirement to being able to take the integrated EPA is:

- Completion of all the programme modules
- Successful completion of the module assessments
- Completion of the Learning Journal with 'sign-off' from the Workplace Coach
- Achievement of English and Mathematics at level 2 if not achieved prior to the apprenticeship.

The integrated EPA will comprise of the following two components:

1. A Final Work Based Project
2. A Panel Interview

The combination of the final work based project and the panel interview will fully test that the apprentice meets all requirements of the standard.

15. Placement opportunities, requirements and support (if applicable)

Not applicable. As a work-based learning Degree Apprenticeship programme, the Apprentices/Students will be engaged in work throughout the programme.

16. Future careers (if applicable)

The programme is specifically designed to prepare apprentices to be fully competent to undertake the role of B2B Sales Professional on completion of both the Bachelors degree qualification and the apprenticeship. The programme will also serve as a sound preparation for future career development towards undertaking B2B Sales Leadership roles such as B2B Sales Director or Account Director.

17. Particular support for learning (if applicable)

Support for learning for individuals undertaking this joint programme will include the following:

From Middlesex University and Consalia Ltd

- Programme and module induction
- Support from Programme and Module Leaders/Tutors
- Programme and Module Handbooks
- Support through the University's UniHub, MyLearning and other on-line learning technologies
- e-Assessment resources such as Turnitin
- Middlesex University Libraries: <http://www.mdx.ac.uk/life-at-middlesex/facilities/libraries>
- Middlesex University Academic and Learning Support Services: <http://www.mdx.ac.uk/life-at-middlesex/support-services/academic-support>
- Middlesex University Disability and dyslexia service: <http://www.mdx.ac.uk/life-at-middlesex/support-services/disability-support>

From the Workplace

As a Degree Apprenticeship and work-based programme of study, learning will also be supported in the workplace by identified Workplace Coach to:

- Review progress and other professional learning or skill needs and record in the online Learning Journal
- Provide constructive feedback, with suggestions on how to make improvements in professional learning
- Support the identification of work-based projects and activities that can contribute to achieving programme and apprenticeship outcomes.

18. JACS code (or other relevant coding system)	X9 (50%), N9 (50%)
19. Relevant QAA subject benchmark group(s)	<p>This programme is concerned with professional practice in B2B sales as a specialised area of the work-based learning field of study. There is currently no QAA Subject Benchmarking Statement for work-based learning but the Middlesex University Academic Work Based Learning Level Descriptors define the learning expectations for the award of the BSc (Hons) degree (at level 6), Dip HE (at level 5) and Cert HE at level4) qualifications.</p> <p>In addition, the QAA Subject Benchmarking Statement for Bachelors degrees in Business and Management (2015) is also broadly applicable to this programme of study as professional practice in sales is concerned with specialised aspects of this subject.</p>

20. Reference points

- B2B Sales Professional Degree Apprenticeship Standard at level 6:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612665/B2B_Sales_Professional_Level_6_Degree_Apprenticeship_Standard.pdf
- B2B Sales Professional Degree Apprenticeship Assessment Plan: [insert link once the Assessment Plan is approved and published]
- QAA UK Quality Code
- QAA Quality Assuring Higher Education in Apprenticeships (2017)
- QAA Subject Benchmarking Statement: Business and Management (2015)
- Middlesex University Work Based Learning Academic Level Descriptors (2015)
- SEEC Credit Level Descriptors (2016)

21. Other information

The Middlesex University regulations for appeals and complaints apply to this programme and the award of the BSc(Hons) degree, Dip HE and Cert HE qualifications: see <http://www.mdx.ac.uk/about-us/policies/university-regulations>.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Appendix 2: Curriculum Map

Curriculum map for BSc (Hons) Professional Practice in B2B Sales

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

<i>Knowledge and Understanding</i>		<i>Skills (Cognitive and Practical)</i>	
A1	<p>Prospecting and Qualification</p> <p>Analyse the business environment, industry, sector and competitors to identify potential new customers. Build, prioritise and manage the pipeline of prospects according to their potential, ensuring strategic and commercial fit with own organisation.</p>	B1	<p>Working with others</p> <p>Be influential, able to conduct stakeholder analysis and develop strong relationships at all levels, internally and externally, to build trust. Interact professionally and ethically maintaining a positive and flexible attitude. Demonstrate emotional intelligence.</p>
A2	<p>Sales Planning</p> <p>Plan strategically and consistently to meet sales targets through prospecting, qualification and pipeline management. Define, refine and validate specific customer requirements in the terminology of the customer's business and industry.</p>	B2	<p>Consultative Selling</p> <p>Work with customers to identify new business and market challenges, utilising insights and good questioning and listening techniques. Identify strategic and innovative solutions integrating products and excellent service solutions, to meet customer needs.</p>
A3	<p>Solution Development</p> <p>Use customer insight/requirements underpinned by an excellent level of portfolio and product knowledge. Analyse and create innovative solutions and propositions that deliver tangible business benefits to customers.</p>	B3	<p>Pitching</p> <p>Lead a confident, clear and compelling sales pitch in front of a customer, which builds rapport, establishes credibility and delivers commercial benefit. Handle questions, objections and demonstrates the value of the proposal in a clear, quantifiable way.</p>
A4	<p>Developing Proposals</p> <p>Develop effective sales proposals, tender documents and presentations utilising a range of communications tools and techniques.</p>	B4	<p>Negotiation and Closing</p>

	Produce compelling formal proposals using the customers' terminology and framed in a way to meet the customers' needs.		Apply the principles of negotiation, develops strategies and tactics to a mutually agreeable outcome, ensuring both customer and supplier leave committed to outcome.
A5	Commercial Acumen Contribute to commercial strategies with a deep understanding of financial principles and the external environment such as relevant markets, competitors and associated products and services. Assess opportunities and risks for consideration through line management of others to support successful outcomes.	B5	Psychology of Sales Critically reflect on the different psychological needs of customers and other key stakeholders in the buying/selling process. Take into account strategic and organisational context when adapting their sales approaches, by using the psychological models pertinent to developing positive and ethical buyer and seller relationships.
A6	Post Sales Delivery Manage customer's expectations and the strategic value of achieving these. Influence teams to ensure company alignment with the customer. Analyse the company's performance together with the customer's view of every interaction and surmise how this can be used to inform continuous improvement.	B6	Leveraging Digital Business Adopt different approaches to social selling & digital technologies which aid the sales process. Develop a digital selling strategy that leverages social selling to support lead generation, nurturing and customer engagement. Develop digital networks and drive insight led engagements. Measure results and return on investment.
A7	Applied Insights Interpret and apply customer, competitor, consumer and market insight and intelligence from digital and traditional sources. Use these insights to effect actionable and ethical change of behaviours for mutual commercial benefit.		
Professional Behaviours and Values			
C1	Ethics, Trust and Integrity Promote and protect good sales practices (in accordance with the organisation's Sales Code of Conduct). Maintains the highest level of integrity in all business relationships.		
C2	Management of Self		

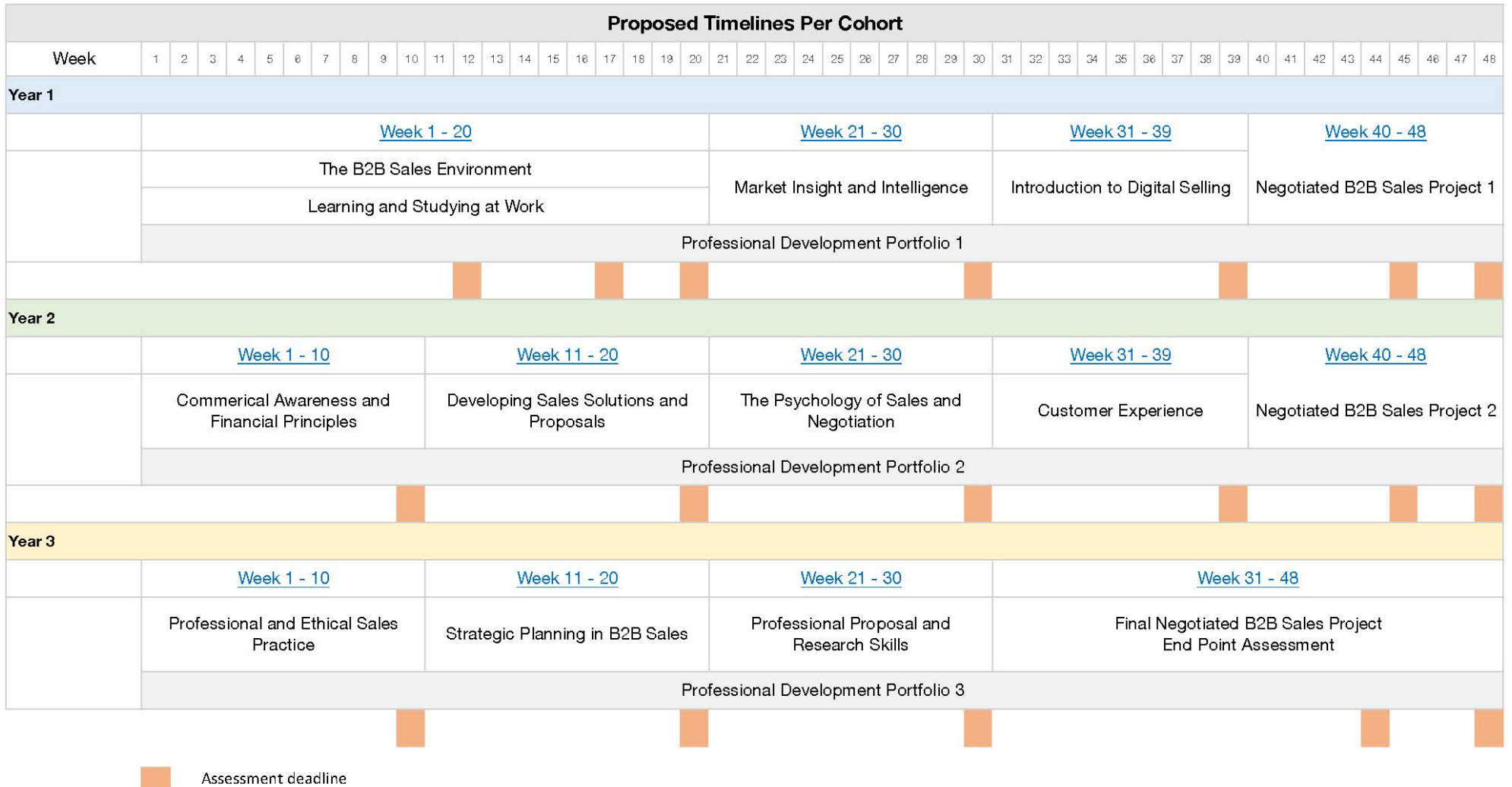
	Ensure effective time management, prioritisation and strategic alignment of activities. Continually reflect and review own performance. Understand impact on others.
C3	Interpersonal Skills Relate well to all people and builds effective relationships diplomatically and tactfully. Demonstrate a positive mindset and attitude and a range of skills and approaches knowing when to use different models of communication and influencing with whom.
C4	Customer Focused Act as a customer advocate within your own organisation.

Module Title	Module Code by Level	Programme outcomes																
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4
The B2B Sales Environment	TBC Level 4	X							X						X	X		
Learning and Studying at Work	TBC Level 4				X				X	X					X	X	X	
Market Insight and Intelligence	TBC Level 4	X		X					X	X			X		X			X
Introduction to Digital Selling	TBC Level 4	X		X					X	X					X			X
Professional Development Portfolio 1	TBC Level 4	X		X					X						X	X		
Negotiated B2B Sales Project 1	TBC Level 4	X			X					X					X	X	X	X
Commercial Awareness and Financial Principles	TBC Level 5	X	X			X				X	X				X			X

Developing Sales Solutions and Proposals	TBC Level 5	X	X	X	X		X			X	X		X	X	X		X	X
The Psychology of Sales and Negotiation	TBC Level 5			X	X				X	X	X	X			X	X	X	X
Customer Experience	TBC Level 5	X	X	X	X		X			X				X	X		X	X
Professional Development Portfolio 2	TBC Level 5	X	X	X					X	X	X				X	X	X	
Negotiated B2B Sales Project 2	TBC Level 5	X	X	X		X			X	X	X			X	X	X	X	
Professional and Ethical Sales Practice	TBC Level 6						X	X	X	X	X	X	X	X	X	X	X	X
Strategic Planning in B2B Sales	TBC Level 6	X	X			X	X	X		X				X	X	X		
Professional Proposal and Research Skills	TBC Level 6	X		X	X	X		X			X				X	X		
Professional Development Portfolio 3	TBC Level 6	X	X	X	X		X	X	X	X					X	X	X	X
Final Negotiated B2B Sales Project	TBC Level 6	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

X = Achievement at the highest level for the programme

Appendix 3: BSc (Hons) Professional Practice in B2B Sales indicative assessment schedule



The above chart indicates the number of study weeks over which each Programme Module runs as well as the point at which each module is assessed.

Appendix 4: Assessment Approaches across the Programme Modules

Year 1 Modules	Assessment Approach	Form of Assessment
The B2B Sales Environment	Scoping document (1500 words) and a 10 minute presentation Part 1 = outline how key trends in B2B Sales are impacting the strategic direction of your organisation Part 2: sales plan relating to an identified prospect including prospect categorisation and pipeline data	Scoping document Sales Plan
Learning and Studying at Work	A Learning Portfolio equivalent to 4000 words demonstrating a range of information gathering, selection and presentation skills in a work-related context.	Portfolio Presentation
Market Insight and Intelligence	Market research evidence file with reflective commentary relating to a customer or product - 2000 words Market research plan relating to a customer or product including requirements, outline approach and summarised findings	Evidence File with commentary Market Research Plan
Introduction to Digital Selling	15minute presentation plus 5 minutes Q&A: How you and/or your organisation are applying or could apply further digital selling techniques	Presentation
Negotiated B2B Sales Project	Reinforce KSBs through year 1, level 4. 4000 words	Project
Professional Development Portfolio	Professional Development portfolio evidence = 2000 words Reflection = 1500 words PDP plan = 500 words	Portfolio Reflection Plan

Year 2 Modules	Assessment Approach	
Commercial Awareness and Financial Principles	Online test of financial principles Business Case for a Customer Proposition - 2000 words	Online test Business Case
Developing Sales Solutions and Proposals	Project describing a new or proposed customer solution - 2000 words 10 minute presentation 5 minutes Q&A	Project Presentation Q&A

The Psychology of Selling and Negotiation	Customer stakeholder map with reflective narrative - equiv. to 4000 words Proposal on negotiation strategy to be adopted or summary of approach adopted	Stakeholder Map Summarise Negotiation Approach
Customer Experience	Case Study = 2000 words with 10 minute presentation. Measurement and management of a customer experience	Case Study Presentation
Negotiated B2B Sales Project	Project report of 2000 words, reflections - 1000 words, 5 minute, presentation or 3000 words project with 5-1 items of annotated evidence	Project Presentation Reflection
Professional Development Portfolio	Professional Development portfolio evidence = 2000 words Reflective account of learning	Portfolio Reflection

Year 3 Modules	Assessment Approach	
Professional and Ethical Sales Practice	10 minute presentation with 2000 word critical account 'What constitutes an ethical buyer and seller relationship'	Presentation Reflective Account
Strategic Planning in B2B Sales	Project and 10 minute presentation: How to optimise Sales Performance	Project Presentation
Professional Proposal and Research Skills	Reflective report - 2000 words 10 minute presentation	Reflective Report Presentation
Final B2B Sales Project	Professional Practice Project Report of 6000 words Reflective presentation of 10 minutes detailing the professional learning achieved through completing the project	Project Presentation

