

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Contemporary Consumer Behaviour			
Code: MARK08009	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Karina McGowan		
Summary of Module			
This module will develop student understanding of how and why people consume the way they do and how they themselves as consumers perceive, form attitudes and make decisions regarding their own consumption behaviours. The module will allow students the opportunity to explore and consider what influences consumers both internally and externally. Firstly, the lectures will consider the micro psychological and behavioural perspectives of consumer behaviour including learning and memory, motivation, personality, the self -concept, information processing, attitudes and attitudinal change and individual decision making. The module will then progress to consider the macro social and cultural perspectives of consumer behaviour where the lectures will address areas including culture, postmodernism, reference groups, experiential consumption, social processes and communications. Finally, the class will consider future trends in consumer behaviour. At the heart of the marketing concept, the study of consumer behaviour provides a vast topic of study. It is crucial that students are able to understand the importance to organisations of recognising how consumers behave in the marketplace and how this impacts upon the wider business environment.			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☒	☒	☐	☐	☐	☐
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:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

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	Demonstrate an understanding of the scope, defining features and main concepts of the subject of consumer behaviour
L2	Undertake critical analysis of the micro perspectives that influence consumption and synthesize relevant ideas and issues in relation to contemporary societies and contextual situations
L3	Demonstrate awareness of and evaluate the macro social and cultural perspectives that influence consumption
L4	Apply knowledge in order to demonstrate an understanding of the role of customer insight in marketing practice and building customer relationships
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 Develop a knowledge of the scope, defining features and main areas underpinning the subject of consumer behaviour in different market sectors. Developing an awareness and understanding of the principle theories, concepts and terminology involved in consumer behaviour and the inherent difficulties in translating these into practice.
Practice: Applied Knowledge and Understanding	SCQF Level 8

	Apply knowledge in using a range of professional skills, techniques and practices in order to demonstrate an awareness of the importance of understanding consumers for marketing and the wider business environment.	
Generic Cognitive Skills	SCQF Level 8 Understanding critical analysis, evaluation and synthesis of ideas, concepts and information.	
Communication, ICT and Numeracy Skills	SCQF Level 8 Using a range of skills involved in accepted Marketing practice, such as conducting secondary research, designing presentations and portfolios in a professional manner and making use of a range of IT applications in order to do so.	
Autonomy, Accountability and Working with others	SCQF Level 8 Exercising autonomy and initiative in sourcing materials and taking responsibility for the delivery and presentation of both individual and group coursework. Resolving any conflict or difficulties which may arise due to group dynamics. Working effectively with others to acquire an understanding of current professional practice.	
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	36
Independent Study	164

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

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

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

Solomon, M.R., Askegaard, S., Hogg, M.K., and Bomossy, G.A (2019) Consumer Behaviour, A European Perspective, 7th Edition, Pearson, Harlow, England

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.

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 and Events
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	
Moderator	James Watt
External Examiner	E.Tsougkou
Accreditation Details	CIM
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 – Portfolio of Written Work 60%

Assessment 2 – Report of practical/ field/ clinical work 40%

(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
	*	*				60%	

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
			*	*		40%	

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)