Module Descriptor

Title	Consumer Experiences And Relationships		
Session	2026-2027	**Status**	Existing
Code	MARK10018	**SCQF Level**	**SCQF 10**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	X Guo		

Summary of Module

This module focuses on exploring and analysing the concept and theory of the experience economy (Pine and Gilmore, 2020) and its influence on marketing approaches. Individuals throughout society are increasingly pursing immersive experiences (Patterson et al, 2017) and millennials in particular have a propensity to focus on "authenticity, fulfilment and sustainability" (Sofronov, 2018: p109) in their quest for experiences. The Consumer Experiences and Relationships module seeks to investigate the phenomenon of experiences, as well as how marketers can and should respond.

Topics to be considered will include

•Defining and understanding the experience economy

•Customer-centricity and relationships (including "authenticity, fulfilment and sustainability" (ibid))

•Consumer immersion

•Exploring experience-scapes (eg servicescapes, social servicescapes, sensescapes)

•Customer experience journeys

•Emotion in experiences

•Experiences as 'theatre'

•The worker experience (emotional and aesthetic labour)

Due to the specific subject-matter and orientation of this module, it is expected that students participating in the module will require prior academic knowledge of marketing in advance of taking the module.

Typical graduate attributes that students taking this module will augment will include creative and critical thinking, knowledge, communication and transformational enterprise.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical understanding of the theory of the experience economy, the marketing of experiences, the influence of consumer relationships and associated module topics
L2	Analyse and evaluate the multidimensional issues involved in the development, construction and augmentation of consumer experiences and relationships within marketing
L3	Employ and show a critical and reflective approach to applying theory to practice in this context
L4	
L5	

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 10** Demonstrate a profound, detailed and critical knowledge of the principal theories, concepts and principles in relation to the module topics, including the experience economy, the marketing of experiences and customer-centricity/relationships as marketing.
Practice: Applied Knowledge and Understanding	**SCQF 10** Demonstrate the ability to relate and apply theory to practice regarding the module topics in order to augment and enhance practice.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Investigate the module topics in a deep and critically reflexive manner. Use online/offline sources of information (as appropriate) to source and select research material in relation to the module topics prior to conducting a robust analysis of such material.
Generic Cognitive skills	**SCQF 10** Demonstrate critical analysis and interpretation of problems and issues within the module topic areas in order to make insightful and (to a degree) original recommendations and/or courses of action for potential implementation.
Communication, ICT and Numeracy Skills	**SCQF 10** Present or convey, formally and informally, information about the module topics to an informed audience. Communicate with others (eg peers, teaching staff) in a professional manner. Use a range of sources of information (including e-sources) to search for module-related information. Use standard applications (such as Word and Powerpoint) to present and display data. Convey information in a clear and accessible manner
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise managerial responsibility in relation to self and others (as appropriate) in order to prepare/undertake class activities and prepare/produce and submit assessment tasks. Where required and appropriate (eg during class activities), adopt a leadership/managerial role. Engage appropriately in working with others to precipitate change, development and/or new thinking. Being reflective and mindful in relation to working in accordance with ethical and/or professional codes of conduct while recognising the limits of these codes and so seeking guidance where appropriate

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

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** (Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Newman, M. (2021.) The Power of Customer Experience: How to Use Customer-centricity to Drive Sales and Profitability. London: Kogan Page.

Patterson, Ian, Lintje Sie, Adela Balderas-Cejudo & Olga Rivera-Hernaez (2017) Changing Trends in the Baby Boomer Travel Market: Importance of Memorable Experiences, Journal of Hospitality Marketing & Management, 26:4, 347-360, DOI:10.1080/19368623.2017.1255162

Pine, J.B. and Gilmore, J.H. (2020) The experience economy. Boston, MA: Harvard Business Review Press.

Schmitt, B. (2014) Experience marketing: Concepts, Frameworks and consumer insights. Boston: Now Publishers.

Sofronov, B. (2018). "Millennials: A New Trend for the Tourism Industry." Annals of Spiru Haret University. Economic Series, 18(3), 109-122, doi: https://doi.org/10.26458/1838

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

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

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion 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.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on

inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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	**Please select**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	MITE
Moderator	E Conlan
External Examiner	A Gillani
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio of written work The assessment for this module is a portfolio of written work (100%), the compilation of which will demonstrate engagement with the concepts discussed in the module. Normally, formative feedback will be offered as appropriate during the teaching interactions in order that the summative assessment fulfils the learning outcomes for the module.
Assessment 2
Assessment 3
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

	☒	☒	☒	☐	☐	100%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Transferred module descriptor information to new template	26 Feb 2025	V Will
MC changed due to the leaving of a colleague. Transferred module descriptor information to new template	15 March 2026	X Guo