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Module Descriptors

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Session: 2022/23

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Title of Module: Managing Consumer Behaviour

Code: MARK11037	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Briony Sharp		

Summary of Module

This module will aim to explore and help students develop a deeper conception of the term referred to as Consumer Psychology otherwise termed Consumer Behaviour. This module will try to combine and deliver the above specialised field of marketing theory while in the same time attempt to introduce younger and more recent branches of this field.

Firstly, the lectures will consider the micro and macro psychological and behavioural perspectives of consumer behaviour including learning and memory, motivation, personality, the self-concept, information processing, perception, 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 by introducing the new branch of neuromarketing. 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 position and master the theoretical frameworks and the practical applications and its importance to organisations of recognising how consumers behave in the marketplace and how this impacts upon the wider business environment.

- ♦ MICRO and MACRO environments within Consumer Behaviour
- ♦ Current trends and consumption habits
- ♦ Relevant theoretical underpinning including perception, motivation, self-concept, personality, learning and memory, group dynamics and culture
- ♦ Practical application and industry examples

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓					✓	

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

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Learning Outcomes: (maximum of 5 statements)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Critically examine and analyse the need for, and impact of the underlying practice, concepts and theoretical framework of consumer behaviour.</p> <p>L2. Critically evaluate advanced theories and frameworks of traditional consumer behaviour and more recent approaches and their application to B2B, B2C and C2C markets.</p> <p>L3. Critically analyse the application of micro perspectives that influence consumption and synthesize relevant ideas and issues in relation to contemporary societies</p> <p>L4. Demonstrate the ability to conceptualise, develop and implement new approaches to consumer behaviour consumption data collection techniques</p>

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)	<p>SCQF Level 11.</p> <p>Evolve a wider and systemised knowledge and understanding of the main theoretical frameworks underpinning traditional and modern Consumer Behaviour in different market sectors in different market sectors.</p> <p>Developing a critical understanding of the principal theories of marketing and the challenges of translating these into digital practice.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Plan and execute a significant project of individual study using both marketing intelligence and scholar output .</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Undertaking critical analysis, evaluation and synthesis of ideas, concepts and information from a wide range of sources Drawing on a range of sources in making informed judgements and being capable of discernment, with respect to these sources</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Evaluation of material gathered from individual research and critical assessment of research contributions of others to lead to general conclusions.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Working effectively as a part of a team to develop learning resources for other students</p>

	Taking responsibility for individual actions within a team
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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.

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Learning and Teaching	
<p>This module will introduce an hours online video lecture plus additional teaching material such as documentaries, further reading, quizzes and so on and a 2 hour workshop every week. Teaching methods will incorporate many aspects of the digital hyper-blended education model in teaching practice, and the programme will utilise both online and offline teaching tools to deliver module material. The learning experience is intended to be flexible and student-centred, aiming to deliver an interactive learning experience that will be of benefit both the lecturer and the student. The structure of the delivery of this module will incorporate the one hour video lecture with a following hour of guest speakers, student presentations and in-class debates. In order to support our students' practical skills development the module will introduce an additional one hour lab/workshops. During these workshops students will develop the capacity to work on different topics and use different online and offline channels to interact both in class and outside the class.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Laboratory/Practical Demonstration/Workshop	24
Asynchronous Class Activity	30
Independent Study	122
	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:

Core Text: Solomon, M, Bamossy,G., Askegaard,S., Hogg, M. (2016) Consumer behavior: A European Perspective, Pearson

Zurawicki, L., 2010. Neuromarketing: Exploring the brain of the consumer. Springer Science & Business Media.

Cochoy, F., Hagberg, J., McIntyre, M.P. and Sörum, N. eds., 2017. Digitalizing Consumption: How Devices Shape Consumer Culture. Taylor & Francis.

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via VLE

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

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Supplemental Information

Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	No
Subject Panel	Marketing, Innovation, Tourism & Events
Moderator	Theo Tzanidis
External Examiner	Diane Morrad
Accreditation Details	N/A
Version Number	1.03

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Assessment: (also refer to Assessment Outcomes Grids below)
Individual presentation on consumer behaviour (50%)
Individual report on a contemporary Consumer behaviour research topic (50%)
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓		✓		50	0

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work		✓		✓	50	0
Combined Total For All Components					100%	0 hours

Footnotes

- A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

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Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity**UWS Equality and Diversity Policy**

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