



### MODULE SPECIFICATION

| Part 1: Information              |                                |                           |    |
|----------------------------------|--------------------------------|---------------------------|----|
| <b>Module Title</b>              | Consumer Behaviour             |                           |    |
| <b>Module Code</b>               | UPCNJ8-30-3                    | <b>Level</b>              | 2  |
| <b>For implementation from</b>   | September 2021                 |                           |    |
| <b>UWE Credit Rating</b>         | 30                             | <b>ECTS Credit Rating</b> | 15 |
| <b>Faculty</b>                   | ACE                            | <b>Field</b>              |    |
| <b>Department</b>                | Arts and Cultural Industries   |                           |    |
| <b>Contributes towards</b>       | BA (Hons) Media Communications |                           |    |
| <b>Module type:</b>              | Standard                       |                           |    |
| <b>Pre-requisites</b>            | None                           |                           |    |
| <b>Excluded Combinations</b>     | None                           |                           |    |
| <b>Co- requisites</b>            | None                           |                           |    |
| <b>Module Entry requirements</b> | None                           |                           |    |

| Part 2: Description   |
|---|
| <p>This module explores the bases for consumers' purchasing decisions and the many strategies employed by advertisers and marketers to make their goods and services more attractive to potential purchasers.</p> <p>Students will examine how consumer information is obtained and used by marketers. The module will also discuss the key psychological processes related to the 'path to purchase' (and post purchase activity). In particular, the practice of influencing choice by organising the context in which people make decisions.</p> <p>Cognitive reasons for such phenomena as brand preference, peer influence, and addictive activity will also be studied. Accompanying the lecture/seminar sessions will be brand marketing case studies along with group discussions</p> <p>Additionally students will examine the practice of communications relating to propaganda, persuasion and promotional culture within a range of theoretical contexts.</p> |
| Part 3: Assessment  |
| <p><b>Component A:</b> Viva Presentation - Individual reflection on a single piece of coursework.</p>   |

Students are expected to demonstrate analytical skills; as well the ability to justify choices made in a clear and concise manner with reference to the underlying principles and theories.

**Component B:** Essay – A 2500 word essay.

**Formative Assessment:** A mix of individual, peer-to-peer and group workshops where feedback will be given for example during group discussions or comments based on the studio coursework.

The resit coursework submission is a rework of the essay assignment.

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| Identify final timetabled piece of assessment (component and element)            | B1   |          |
| % weighting between components A and B (Standard modules only)                   | A:<br>25   | B:<br>75 |
| <b>First Sit</b>   |  |          |
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b> | <b>Element weighting</b>   |          |
| 1. Viva  | 100  |          |
| <b>Component B</b><br><b>Description of each element</b>                         | <b>Element weighting</b>   |          |
| 1. Essay   | 100  |          |
| <b>Resit (further attendance at taught classes is not required)</b>              |  |          |
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b> | <b>Element weighting</b>   |          |
| 1. Viva  | 100  |          |
| <b>Component B</b><br><b>Description of each element</b>                         | <b>Element weighting</b>   |          |
| 1. Essay   |  |          |
| <b>Part 4: Learning Outcomes &amp; KIS Data</b>                                  |  |          |
| <b>Learning Outcomes</b>   | <p>On successful completion of this module students will be able to:</p> <p>1: Demonstrate knowledge of the key thinkers, debates and intellectual paradigms relevant to the study of consumer behaviour. B1</p> <p>2: Demonstrate knowledge of the ethical considerations related to approaches to researching consumers for marketing purposes. B1</p> <p>3. Demonstrate the ability to devise and use research to gain an understanding of consumer behaviour around specific marketing briefs and provide a rationale for your choice(s) of research strategy. A1, B1</p> <p>4:-Demonstrate the ability to present yourself and your work appropriately to tutors,</p> |          |

|   | effectively justifying choices and decisions particularly with regard to areas of research undertaken. A1  |                         |                       |                 |  |  |     |     |      |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
|---|--|-------------------------|-----------------------|-----------------|--|--|-----|-----|------|--|--|--|--|--|--|--|--|--|--|----|-----------------------|---|-------------------------|-----------------------|-----------------|-----|----|-----|---|-----|
| <b>Key Information Sets Information (KIS)</b> | <table border="1"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table>   |                         |                       |                 |  | <b>Key Information Set - Module data</b> |     |     |      |  |  |  |  |  |  | <i>Number of credits for this module</i> |  |  |  | 15 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 150 | 36 | 114 | 0 | 150 |
| <b>Key Information Set - Module data</b>      |  |                         |                       |                 |  |  |     |     |      |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
|   |  |                         |                       |                 |  |  |     |     |      |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
| <i>Number of credits for this module</i>      |  |                         |                       | 15              |  |  |     |     |      |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
| Hours to be allocated                         | Scheduled learning and teaching study hours  | Independent study hours | Placement study hours | Allocated Hours |  |  |     |     |      |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
| 150   | 36   | 114                     | 0                     | 150             |  |  |     |     |      |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
| <b>Contact Hours</b>                          | <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam<br/> <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test<br/> <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>  |                         |                       |                 |  |  |     |     |      |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
| <b>Total Assessment</b>                       | <p>Total assessment of the module:</p> <p>Written exam assessment percentage</p> <p>Coursework assessment percentage</p> <p>Practical exam assessment percentage</p>   |                         |                       |                 | <table border="1"> <tbody> <tr> <td>0%</td> </tr> <tr> <td>80%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>100%</td> </tr> </tbody> </table> | 0%                                       | 80% | 20% | 100% |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
| 0%  |  |                         |                       |                 |  |  |     |     |      |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
| 80%   |  |                         |                       |                 |  |  |     |     |      |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
| 20%   |  |                         |                       |                 |  |  |     |     |      |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
| 100%  |  |                         |                       |                 |  |  |     |     |      |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
| <b>Reading List</b>                           | <p>Armstrong, Scott &amp; Lukeman, Gerry. (2010) Persuasive advertising evidence-based principles.</p> <p>Airley, Dan. (2009) Predictably Irrational: The Hidden Forces that Shape Our Decisions. HaperCollins.</p> <p>Caldini, Robert. (2007) Influence: The Psychology of Persuasion. Harper Collins.</p> <p>Frank, Robert H. (2011) The Darwin Economy: Liberty, Competition, and the Common Good. Princeton University Press.</p> <p>Gatignon, H. and Robertson, T. (1985) A propositional inventory for new diffusion research, Journal of Consumer Research, 11, 849–67</p> <p>Kurzbahn, Robert (2012) Why everyone else is a Hypocrite. Princeton University Press.</p> <p>Hall, Richard. (2012) Brilliant marketing : what the best marketers know, do and say. Pearson.</p> <p>Hawkins, D.I., Best, R.J. and Coney, K.A. (1989) Consumer Behaviour: Implications for Marketing Strategy. Homewood, IL: Richard D. Irwin</p> <p>Hadit, Jonathan. (2013) The Righteous Mind: Why Good People are Divided by Politics and Religion. Penguin</p> <p>Jobber &amp; Chadwick (2013) Principles and Practices of Marketing. Mc Graw Hill.</p> |                         |                       |                 |  |  |     |     |      |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |

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| <b>First Approval Date<br/>(and panel type)</b> | 24 March 2020 UVP |                |   |  |
| <b>Revision ASQC<br/>Approval Date</b>          |                   | <b>Version</b> | 1 |  |
|   |                   |                |   |  |
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