1. **Title of the module**

BUSN9065 (CB9065) Consumer Behaviour

1. **Division or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

MSc Marketing.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate an in-depth knowledge and understanding of the nature of consumer behaviour and organisational consumption behaviour.

8.2  Explain and apply principles and theories from psychology, sociology and consumer cultural theory to consumer behaviour and organisational consumption behaviour (where appropriate).

8.3 Show a critical awareness of ethical and social dimensions of consumer behaviour theories for business and wider society.

8.4 Critically evaluate the implications of macro influences such as culture, social class and micro influences such as motivation, learning, perception and attitudes.

8.5 Understand the main psychological and socially orientated perspectives on personality and self.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Communicate effectively to a variety of audiences and/or using a variety of methods
	2. Demonstrate in-depth problem solving and decisions making skills through the analysis of problems and identification of appropriate solutions
	3. Apply critical thinking skills, also when working with complex material and utilise resources effectively
	4. Scan and organise data, extract meaning from information and share knowledge with others to present a logical case/argument
2. **A synopsis of the curriculum**

According to the traditional marketing concept, the Consumer is at the heart of all marketing activities. Thus, how consumers and organisations buy, own, consume and dispose of products, brands, marketplace communities, and experiences is the heart of marketing. *Consumption* is researched by a diverse array of disciplines including economics, anthropology, psychology, sociology and cultural studies, (human) geography, history and linguistics and political science. This interdisciplinarity has brought great depth and complexity to marketing's understanding of consumption.

Although the focus of this module is consumer behaviour, organisational behaviour will also be explored. Students will develop an understanding of how theories relating to consumer and organisation decision-making, and buyer behaviour inform marketing practice. There will be an emphasis on (i) a micro-level analysis, which relates to more immediate or individual aspects of Consumer and organisational buying behaviour; and (ii) the macro-level, relating to how the broader environment and cultural issues influence consumption.

**Indicative topics include:**

* Consumer Culture (Theory)
* Marketplace Communities
* 'Dark' consumer behaviour and marketing ethics
* The wider consumption context and consumer socialisation
* The Consumer as an individual: Perception; the Self and Personality
* Values, Attitudes and Behaviour
* Drive and Motivation
* Learning theories
* Organisational Consumption
1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Szmigin, I.,, and Piacentini, M. (2018) Consumer behaviour. 2e Oxford University Press. (ISBN: 9780198786238)

Solomon, M. R, (2019) Consumer Behaviour: Buying, having and being. 13e London: Prentice Hall (0135225698)

Arnould, E. J., and Thompson, C. J. (Eds.). (2018). Consumer culture theory. Sage. (ISBN 9781526420725)

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Individual report (2000 words) (80%)

Group Vlog (Short for video blog or video log) (20%).

13.2 Reassessment methods

Reassessment Instrument: 100% coursework through individual report

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| *Private Study* | **X** | **X** | **X** | **X** | **X** |  | **X** |  | **X** |
| *Lectures* | **X** | **X** | **X** | **X** | **X** |  |  |  | **X** |
| *Seminar* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Individual Report* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Group Presentation (Vlog)* | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members from diverse cultures.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |