

MODULE SPECIFICATION FORM

Module Title: Consumer Psychology	Level: 6	Credit Value: 20
-----------------------------------	----------	------------------

Module code: (if known) BUS610	Cost Centre:	JACS3 code: C800
-----------------------------------	--------------	------------------

Trimester(s) in which to be offered: 2	With effect from: December 2015
--	---------------------------------

Office use only: To be completed by AQSU:	Date approved: December 2012
	Date revised: December 2015
	Version no: 2

Existing/New: Existing	Title of module being replaced (if any): N/A
------------------------	--

Originating Academic Department: Business	Module Leader: Tracy Powell
---	-----------------------------

Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): Optional on all Programmes
Scheduled learning & teaching hours: 33	
Independent study hours: 167	
Placement hours: 0	

Programme(s) in which to be offered: BA (Honours) Business Management BA (Ordinary) Business Management BA (Honours) Business Accounting BA (Honours) Business Marketing	Pre-requisites per programme (between levels): None
--	---

Module Aims:

This module seeks to explain the underlying psychology of why we buy. This will take a holistic view exploring all aspects of the purchasing process starting from when a consumer first identifies a need for a product or service to when they finally dispose with the product after finishing with it. However, unlike a traditional marketing module, which is heavily influenced by self-report evidence from consumers, this module will utilize new experimental research exploring the underlying psychological mechanism that influences the consumer decision-making process at a sub-conscious level.

After studying this module students will:

- Understand the role that psychology plays in marketing.
- Understand the limitations of evidence collected using self-report mechanisms.
- Understand how marketers can use scientific research methods.

Intended Learning Outcomes:

At the end of this module, students will be able to

Knowledge and understanding

1. Understand and critique a range of consumer psychology theories and concepts
2. Learn to read and critique consumer psychology experiments
3. Explain what consumer psychology is and why it is important to the marketing effort.
4. Discuss and appraise the limitations of the traditional marketing paradigm.

Transferable/Key skills and other attributes

5. Communication: Communication skills are enhanced through the development of written, oral and presentation skills
6. Self-management: Self management, organisational and interpersonal skills
7. Cognitive: Intellectual skills to develop a critical perspective
8. Research Skills: Research skills to find information from a variety of sources
9. Group work skills: Ability to participate in-group discussion and offer informed opinion on current business issues from a psychologist's perspective. Written, oral and media communication skills

Assessment: Assessment

please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). Details of indicative assessment tasks must be included.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	LO: 1,4	Learning log/journal	25%	N/A	400-500 words per entry.
2	LO: 1,2	Presentation	25%	10 min presentation, 5 min questions	2,000 words
3	LO: 1,3,4	Examination	25%	1.5 hours	N/A
4	LO: 1,3,4	In-class test	25%	1 hour	N/A

Indicative Assessment One:

Assessment One is a weekly blog. Rather than completing a traditional 2,000-word essay, students will be required to complete a weekly blog (5 blogs over the course of the module). Each blog entry will explore a topical issue from a consumer psychologist's perspective and will be approximate 400-500 words. The target audience for these blogs is a non-specialist and each blog should be both informative and entertaining to read. Although each blog is expected to be entertaining to read it should still have an underlying theoretical framework that is used to analyze/discuss the subject of the blog.

As well as writing their own blog, students will also be expected to comment on other student's blogs (a sentence or two). These comments will have an influence on the final mark they receive.

Indicative Assessment Two:

Assessment Two is a series of four-discussion session and group presentation, which will occur roughly once a fortnight. Two weeks before each discussion session all the students will be e-mailed four articles (a mixture of case studies and journal articles) which they will be expected to read before the session. Once they arrive at the class, they will be split into a group of approximately four, and will be allocated one of the four articles and asked to critique the article and prepare a ten-minute presentation that they will deliver in the last hour. Although the presentation is a group presentation students will be marked individually on a range of factors including: individual performance (presentation style, content etc.) the difficulty of the paper/role, questions asked etc. After the 10-minute presentation, students will have a five-minute question session. Students will be debriefed after each session, although they will not be told their actual mark.

Although students are required to deliver four presentations, out of the four presentations the student's lowest mark will be dropped so that their final mark is an average of their best 3 grades.

Indicative Assessment Three:

Assessment Three will be a 1.5 hour exam. It will comprise of four essay questions and students are expected answer two of the five questions. It will test students' analytical skills and their ability critically reflect on the lecture material..

Indicative Assessment Four

Assessment Four will be a 1 hour in-class test under exam conditions that will be worth 25% of the overall mark and consist of 45 multiple choice questions. These questions will test students' knowledge of the factual aspect of the course.

Learning and Teaching Strategies:

This module will comprise of a combination of weekly-taught classes, supplemented by weekly seminars. The weekly classes will be a 2-hour lecture, which will cover the main theoretical content of the course. However, these lectures will include an element of dialogue where students will be expected to contribute. For example, the lectures may include mini discussion points, or break out activities. In order to supplement the lectures a fortnightly two-hour seminar will also be included. It is in these sessions that the discussion sessions will take place. Half of the session will be a discussion session where a tutor will give guidance and help structure the discussion and the second half will be a group presentation.

Syllabus outline:

1. An introduction to Consumer Psychology
2. Individual Decision Making Process
3. Learning and Memory
4. Perception
5. Motivation and Values
6. The Self
7. Personality and Lifestyles
8. Attitudes
9. Attitude change and Interactive Communications
10. Shopping and atmospherics

Bibliography:

Essential reading

Jansson-Boyd C. V. (2010) *Consumer Psychology*, Maidenhead, Open University Press.
OR
Solomon M. R. (2010). *Consumer behaviour: Global Edition 9th ed.*, Essex, UK: Pearson.

Background Reading

Blackwell, R., Miniard, P., & Engel, J. (2001). *Consumer Behaviour, 9th ed.* Boston, M.A.:Harcourt College Publishers.
Blythe, J. (2008). *Consumer Behaviour.* Stamford, C.T.: Thomson Learning.
Evans, M., Jamal, A. & Foxall, G. (2006). *Consumer behaviour.* Hoboken, N.J.: John Wiley & Sons Ltd.
Hoyer, W. & MacInnis, D. (2004). *Consumer Behaviour, 3rd ed.* Boston, M.A.: Houghton Mifflin Company.
Loudon, D. & Della-Bitta, A. (1993). *Consumer Behaviour: Concepts and applications, 4th ed.* New York, N.Y.: McGraw-Hill.
Schiffman, L., Kanuk, L. & Hansen, H. (2008). *Consumer behaviour: A European outlook.* Essex, UK: Pearson Education Ltd.
Solomon, M., Bamossy, G., Askegaard, S. & Hogg, M. (2007). *Consumer Behaviour: Enhanced Media Edition, A European perspective, 3rd ed.* Upper Saddle River, N. J.: Financial Times Press.

Referencing and Writing Guide's

American Psychological Association (2010). Publication Manual of the American Psychological Association: 6th Edition. Washington: Author.

Strunk, W., Jr., & White, E. B. (1979). The elements of style (3rd ed.). New York, NY: Macmillan.

Popular Science

(Not academic textbooks, but factually accurate and very readable. – far more fun than a textbook to read!

Adcock, P. (2011). Supermarket shoppology. Oxford, U.K.:Writersworld.

Ariely, D. (2008). Predictably irrational: The hidden forces that shape our decisions. New York, N.Y.: Harper.

Gladwell, M. (2005). Blink: The power of thinking without thinking. New York, N.Y.: Little, Brown and Co.

Graves, P. (2010). Consumer.ology: The market research myth, the truth about consumers and the psychology of shopping. Boston: Nicholas Brealey.

Kahneman, D. (2011). Thinking, fast and slow. New York: Farrar, Straus and Giroux.

Lindström, M. (2008). Buyology: Truth and lies about why we buy and the new science of desire. S.I.: Random House.

Miller, G. (2009). Spent: Sex, evolution, and consumer behavior. New York N.Y.: Viking

Saad, G. (2011). The consuming instinct: What juicy burgers, Ferraris, pornography, and gift giving reveal about human nature. Amherst, New York, N.Y: Prometheus Books.

Thaler, R. H., & Sunstein, C. R. (2009). Nudge: Improving decisions about health, wealth, and happiness. New York, N.Y.: Penguin Books.

Underhill, P. (1999). Why we buy: The science of shopping. New York, N.Y.: Simon & Schuster.