



**London
South Bank**
University

EST 1892

Module Guide

The Consumer Behaviour Analyst

BBM_5_CBA

School of Business

Level 5

MODULE DETAILS

Module Title:	The Consumer Behaviour Analyst
Module Level:	5
Module Reference Number:	BBM_5_CBA
Credit Value:	20
Student Study Hours:	200
Contact Hours:	60
Private Study Hours:	140
Pre-requisite Learning (If applicable):	Principles of Marketing
Co-requisite Modules (If applicable):	
Course(s):	
Year and Semester	2019/2020 Semester 2
Module Leader:	Dr David Capper
ML Contact Details (Email)	capperda@lsbu.ac.uk
Subject Area:	Marketing
Summary of Assessment Method:	Coursework 100%

1. SHORT DESCRIPTION

This module examines the role of the consumer behaviour analyst, understanding the behavioural concepts and theories of individuals and groups in selecting, purchasing, using, and disposing of products, services, or experiences to satisfy needs and desires. The field of consumer behaviour, which many regard as an applied social science, will provide an important underpinning for other marketing modules. That underpinning includes areas relating to the interdisciplinary nature of consumer behaviour such as psychology and sociology of buying behaviour. The application of theory is of particular importance as major consumer behavioural changes are underway not least because of the development of the e-commerce marketing channel and globalisation.

2. AIMS OF THE MODULE

The main aims are to:

- Provide a sound underpinning of the key concepts of consumer behaviour, which will be used widely throughout a marketing/business related degree.
- Develop the students' understanding of the many variables that, through complex interaction, determine consumer behaviour.

- Examine how consumer behaviour is influenced by individuals' socio-cultural factors such as family, group processes, social class, culture, and individual factors such as motivation and needs, perception, learning, personality and attitudes.
- Evaluate the decision making process from the perspective of the individual and family to understand how the above variables impact on a cross range of buyers.

3. LEARNING OUTCOMES

3.1 Knowledge and Understanding

*All students will be expected to demonstrate **knowledge and understanding** and be able to:*

A1. Detail the main theories and models underpinning consumer behaviour.

A2. Explain the core psychological and external variables that influence the decision making process of consumers.

3.2 Intellectual Skills

*All students will be expected to demonstrate **intellectual skills** and be able to:*

B1. Apply appropriate consumer behavior theory to solve problems arising from both domestic and international situations.

B2. Analyze the wider social issues of consumer and behaviour and be able to debate issues in relation to more general ethical perspectives.

3.3 Practical Skills

*All students will acquire and develop **practical skills** such that they are able to:*

C1. Undertake in-depth literature searches on topics relating to consumer behaviour.

3.4 Transferable Skills

All students will acquire and develop **transferable skills** such that they are able to:

D1. Communicate effectively in written and oral forms

4. ASSESSMENT OF THE MODULE

See appendices for assessment briefs.

Assessment	Date	Type	Weighting
Multiple Choice Test 1	Week 6	Formative	-
Multiple Choice Test 2	Week 10	Formative	-
CW1 Individual Seminar Presentation	Weeks 3-12	Summative	50%
CW2 Individual Report	Week 11	Summative	50%

5. FEEDBACK

Feedback on assessments will be given to students within 15 working days and will include both written and verbal elements.

6. INTRODUCTION TO STUDYING THE MODULE

6.1 Overview of the Main Content

- Perception & Symbolism
- Learning & Memory
- Motivation & Values
- Attitudes
- Attitude Change
- Individual Decision making
- Business Decision Making
- Culture
- Family Decision Making
- Groups
- Social Class

6.2 Overview of Types of Classes

The lecture is designed to provide you with an overview of the core concepts associated with consumer behaviour. The lectures are divided up into topics that closely follow your core textbook. During the lecture you will be exposed numerous examples to help you understand the links between theory and practice. The module contains a lot of theory and therefore it is important that you keep up with the weekly readings.

Weekly seminars will include student led presentations designed to provide the opportunity to discuss, analyse and contextualise the content of the lecture material. During seminars, time will also be allocated to discussing the requirements for your assignments. The module also uses a range of blended learning techniques via Moodle, these include supporting materials and group-work activities.

6.3 Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised. Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify for themselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these. Students must regularly access the Moodle site for this module. They should download the class/lecture material from the Moodle site, and do the recommended reading, before each lecture/class.

Where appropriate, students are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

6.4 Employability

Employability skills are embedded and developed within the teaching & learning of this module. This module contributes to a students' employability by providing them with skills including team working, time management and communication skills. The module, although grounded in theory with a suitable level of academic rigour, delivers core skills to the students for use in their future jobs.

7. [THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT](#)

Week	Lecture
1	Introduction to The Consumer Behaviour Analyst Module
2	Perception & Symbolism
3	Learning & Memory
4	Motivation & Values
5	Self, Personality & Lifestyle
6	Attitudes and Attitude Change and Communications
7	Individual & Organisational Decision Making
8	Culture
9	Group Influences & Opinion Leadership
10	The Family
11	Income & Social Class
12	Module Recap

For weekly reading please go to [CBA Resources](#)

For weekly seminars please refer to the seminar activities booklet found on Moodle.

8. LEARNING RESOURCES

This module requires that you complement the formal Lectures and Seminars by significant relevant reading and thinking. **Students are expected to read the appropriate chapter/s of the core books.** Students are also required to the **read the stated core journals** to increase their level of understanding.

The online version of the reading list can be found on Reading Lists Online: <http://readinglists.lsbu.ac.uk>. It can also be accessed via the Moodle site of this module. This will provide you with your weekly reading schedule.

8.1 Core Materials

Solomon MR, (2018) Consumer Behaviour: Buying, Having, and Being, 12th Edition, Pearson, Harlow England. **Available On-Line.**

Schiffman, L.G. & Wisenblit, J. (2015) Consumer Behaviour 11th Edition, Pearson, Harlow. **Available On-Line.**

8.2 Optional Materials

Blackwell RD, Minard PW and Engel JW (2006) Consumer Behaviour 10th Edition, Thomson, Mason Ohio.

Blyth J, (2013) Consumer Behaviour 2nd Edition, Sage, London.

Capper, D A , (2010) Terrorism, Tourism & Consumer Behaviour, Lambert Academic Publishing.

Evans M, Jamal A, and Foxall G (2009) Consumer Behaviour 2nd Edition, Wiley, Chichester.

Hawkins, D. (2012). Consumer behavior : Building marketing strategy 12th Edition, McGraw-Hill, Boston.

Hoyer, W. D., & MacInnis, D. J. (2012). Consumer Behavior 6th Edition, Cengage Learning, Mason Ohio.

Mooij, M. K de. (2011). Consumer Behavior and Culture : Consequences for Global Marketing and Advertising, Thousand Oaks, Calif. : Sage Publications.

Journals

Students are strongly recommended to read relevant journals and other marketing related publications for recent articles on Consumer Behaviour. Quality newspapers and magazines contain useful information on consumer behaviour. A variety of core reading journal articles can be found on the on-line reading list.

- Journal of Consumer Psychology.
- Journal of Consumer Research.
- Journal of Marketing.
- Journal of Consumer Behaviour.
- Journal of Consumer Marketing.
- Journal of Customer Behaviour.
- Journal of Social Marketing.

Library and Learning Resources (LLR)

Library webpage: <https://libguides.lsbu.ac.uk/subjects> > select your subject guide (e.g. Accounting and Finance). On every subject guide, you can

- search for books and e-books, journal articles and industry reports;
- get help about Harvard referencing and how to avoid plagiarism;
- contact us for training and 1:1 support

Electronic resources are available 24/7 and are accessible from home.

Library support for students:

- You are encouraged to book additional workshops to learn how to find research materials and reference them: MyLSBU > Library > [Events and Workshops](#)
- Visit the drop-in Research Help Desk located on Level 3 Bridge in the Perry Library (open [Monday-Friday 11:00-16:00](#) term time).
- If you would like further help, please contact the Information Skills Librarian at: LLRbus@lsbu.ac.uk.

Students IT support and training

- Students can contact LRC for IT issues such as LSBU account, printing, and accessing wifi network: LLRithelpdesk@lsbu.ac.uk. IT workshops can be booked via MyLSBU > Library > [Events and Workshops](#).
- If you need further help in using a particular software (e.g. Excel or SPSS) or application, please contact IT and Digital Skills Training team: digitalskills@lsbu.ac.uk

Self-learning materials on [Lynda.com](#)

LSBU has subscribed to video platform called [Lynda.com](#). It has 4000+ video courses in different business and technology subjects including social media, project management and Excel applications.

How to sign up: go to <https://www.lynda.com/> and click "Sign In". Click 'Sign in with your organization portal', and type [lsbu.ac.uk](#). Continue. Follow the steps to enter your LSBU logins.

Appendices

Appendix 1. Assessment Brief 1 – Individual Presentation



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ASSESSMENT BRIEF 1 – INDIVIDUAL PRESENTATION

Read this assessment brief carefully, it tells you how you are going to be assessed, how to submit your assessment on-time and how (and when) you'll receive your marks and feedback.

Module Code	BBM-5-CBA
Module Title	The Consumer Behaviour Analyst
Lecturer	Dr David Capper
% of Module Mark	50 %
Distributed	30/01/2020
Submission Method	In class. Submit online via this Module's Moodle site
Submission Deadline	Weeks 3-12
Release of Feedback	Feedback will be available online within 15 working days
Release of Marks	Provisional marks will be available in the Gradebook on Moodle from within 15 working days

Appendix 1.1 Assessment:

A PowerPoint (or similar) presentation will be given to your peers during the seminar and will cover topics from the previous lecture. To complete this task you will be allocated one of the questions detailed in Appendix 1.6 of this module guide. The presentation should be **15 minutes**.

Students need to undertake in-depth independent research in order to complete the seminar presentation effectively. As this forms a major part of your assessment, your PowerPoint (or similar) presentations are expected to be in-depth with a wide and varied range of sources used. This module is applied and you will need to use a range of examples. The seminar questions have been formulated to aid theory and application and you will be expected to use a range of examples.

It is your full responsibility to make sure that you have the hardware up and working at the start of the seminar. If you are unable to present your work on the agreed date you must notify your seminar tutor before the start of the seminar. You will then have the opportunity to present your work within 2 weeks at a capped mark of 40%. If you feel that you have extenuating circumstances then these should be submitted and if accepted your mark will not be capped. Full details can be found on the LSBU student website.

If you are using Video clips e.g. YouTube, you must ensure that the technology works in the classroom. If it is not working then you will need to proceed without the use of the clips (please have this in mind when you prepare your work!). As we are on a tight schedule for presentations you will need to make sure that the video clips are edited to show the essential “clip” only. There should be a maximum of 3 minutes use of video clips within your work.

An electronic copy of your presentation should be uploaded to the Consumer Behaviour Analyst Moodle site no later than 23.55 on the day of your presentation. Your work will be classed as late outside of this deadline.

Appendix 1.2 Assessment Details:

Type:	<ul style="list-style-type: none">• Individual Presentation
Resources:	<ul style="list-style-type: none">• CBA Resources
Time Allocation:	<ul style="list-style-type: none">• 15 Minutes (+/- 10%)
Presentation:	<ul style="list-style-type: none">• Work must be referenced, and a bibliography provided.• Work must be submitted as a PowerPoint or similar.
Referencing:	<ul style="list-style-type: none">• Harvard Referencing should be used, see your Library Subject Guide for guides and tips on referencing.
Regulations:	<ul style="list-style-type: none">• Make sure you understand the University Regulations on expected academic practice and academic misconduct. Note in particular:• Your work must be your own. Markers will be attentive to both the plausibility of the sources provided as well as the consistency and approach to writing of the work. Simply, if you do the research and reading, and then write it up on your own, giving the reference to sources, you will approach the work in the appropriate way and will cause not give markers reason to question the authenticity of the work.• All quotations must be credited and properly referenced. Paraphrasing is still regarded as plagiarism if you fail to acknowledge the source for the ideas being expressed.• TURNITIN: When you upload your work to the Moodle site it will be checked by anti-plagiarism software.

Appendix 1.3 Learning Outcomes

This assessment will fully or partially assess the following learning outcomes for this module.

- **Knowledge and Understanding**

A1. Detail the main theories and models underpinning consumer behaviour.

A2. Explain the core psychological and external variables that influence the decision-making process of consumers.

- **Intellectual Skills**

B1. Apply appropriate consumer behavior theory to solve problems arising from both domestic and international situations.

- **Practical Skills**

C1. Undertake in-depth literature searches on topics relating to consumer behaviour.

- **Transferable Skills**

D1. Communicate effectively in written and oral forms

Appendix 1.4 Assessment Criteria and Weighting

LSBU marking criteria have been developed to help tutors give you clear and helpful feedback on your work. They will be applied to your work to help you understand what you have accomplished, how any mark given was arrived at, and how you can improve your work in future.

	Criteria	Feedforward comments				
		100-80%	79-70%	69-60%	59-50%	49-40%
10%	1. Research Systematic identification and use of academic and relevant resources	Extensive independent relevant research evidenced by quality and quantity used. Ability to draw on own research and that of others.	Extensive independent relevant research evidenced by quality and quantity used. Some autonomous research.	Wide range of relevant sources identified and used. Very little guidance needed.	A range of sources identified and used. Limited guidance needed.	Limited research identified and used. Some guidance needed to complete research tasks.
50%	2. Subject Knowledge Understanding and application of subject knowledge. Contribution to subject debate.	Shows sustained breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Awareness of ambiguities and limitations of knowledge.	Shows breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Some awareness of ambiguities and limitations of knowledge.	Accurate and extensive understanding of key aspects of subject. Evidence of coherent knowledge.	Accurate understanding of key aspects of subject. Evidence of coherent knowledge.	Understanding of key aspects of subject. Some evidence of coherent knowledge.
30%	7. Communication and Presentation Clear intention in communication. Audience needs are predicted and met. Presentation format is used skilfully. Work is well structured.	Communication is entirely clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, mostly persuasive and compelling with skilful use of the presentation format. Presentation addresses the needs of the audience.	Communication is clear, with skilful use of the presentation format. Presentation takes into account the needs of the audience.	Communication is mostly clear and presentation format is adequate. Presentation may sometimes not take into account the needs of the audience.
10%	8. Academic Integrity¹ Acknowledges and gives credit to the work of others follows the conventions and practices of the discipline including appropriate use of referencing standards for discipline.	Consistent, error free application of relevant referencing conventions with great attention to detail.	Consistent, error free application of relevant referencing conventions.	Consistent application of relevant referencing conventions with few errors.	Application of relevant referencing conventions, with some errors and / or inconsistencies.	Generally correct application of relevant referencing conventions, with some errors and / or inconsistencies.

¹ The application of this criterion is independent of the process outlined in the [Student Academic Misconduct Procedure](#)

Appendix 1.5 Applied Individual Presentation Criteria & Weighting

Linked to the LSBU Assessment Criteria.

Marking Criteria	Max. Grade
LSBU Assessment Criteria 1: Research <ul style="list-style-type: none"> • Evidence of wide source of research material 	10%
LSBU Assessment Criteria 2: Subject Knowledge <ul style="list-style-type: none"> • Content 	50%
LSBU Assessment Criteria 7: Communication & Presentation <ul style="list-style-type: none"> • Planning • Delivery • Presentational Aids 	30% 10% 10% 10%
LSBU Assessment Criteria 8: Academic Integrity <ul style="list-style-type: none"> • Referencing 	10%
Total	100%

Appendix 1.6 Topics for Individual Presentations

Students are to answer only **one** of the questions from their allocated week. Your seminar tutor will conduct allocation of presentations in week 1.

Week 3 Perception

(Q1) Sensory marketing aims to seduce the consumer by using their senses to influence their *perceptions* and behaviour. Carry out research into the area of sensory marketing giving a range of examples of how it is used within a marketing context.

(Q2) Discuss the role of attention in the perceptual process. Find ads that try to increase the level of consumer attention through strategies such as shock advertising. Is this type of advertising ethical?

(Q3) Because colours denote different things in different cultures, corporate colour schemes and colours used in global advertising would convey different impressions in different markets. Discuss this comment giving a range of examples.

Week 4 Learning

(Q4) The second stage of the individual decision-making model is **Information Search**, which is influenced by consumer learning. How has the rise of social media changed the ways that consumers gather information and learn about competing brands?

(Q5) Stimulus generalisation theory is a key marketing strategy in areas such as **family branding & licencing**. Carry out research into the area of stimulus generalisation giving a range of examples of how it is used within the above two marketing strategies.

(Q6) *Nostalgia* plays a significant strategic role in many aspects of contemporary marketing. From new product development through to marketing communication campaigns nostalgia evokes a memory of an experience in the past and helps to create an emotional link between the consumer and the brand. Discuss this statement giving a range of examples of how this strategy has been used in a marketing context.

Week 5 Motivation and Values

(Q7) Motivation is a psychological driving force that compels or reinforces and an action towards a desired goal. Using an example of your choice illustrate how marketers can use the motivational process model in a marketing context.

(Q8) Discuss the differences between primary and secondary needs. How do you marketers use this knowledge in a marketing context. Provide a range of examples.

(Q9) Values have an influence on the motivation process (Solomon, 2015). Describe the values of the various age cohorts (such as Baby Boomers, Generation X, Generation Y etc.). What appeals, and methods of marketing are likely to be effective with various market segments? Give examples.

Week 6 Self, Personality & Lifestyle

(Q10) Sigmund Freud proposed the idea that much of one's adult personality stems from a fundamental conflict between a person's desire to gratify their physical needs and the necessity to function as a responsible member of society. Discuss the id, ego, and superego and how these theories can be used in a marketing context. Give examples.

(Q11) The theory of symbolic self-completion states that individuals seek to acquire and display symbols that are strongly related to what they perceive as the ideal self. Discuss this statement giving a range of examples.

(Q12) The Five Dimensions of Brand Personality by Jennifer Aaker is a framework to describe and measure the "personality" of a brand in five core dimensions, each divided into a set of facets. Critically discuss this model applying it to a range of examples.

Week 7 Attitude & Attitude Change

(Q13) Use the tri-components model (ABC model) of attitude to explain how marketers use each component in a marketing situation. How might marketers appeal to the emotional & cognitive element in attitude formation? Give examples.

(Q14) Devise a multi-attribute model for a set of competing automobiles. Identify areas of competitive advantage or disadvantage for each model you incorporate. Give examples.

(Q15) Collect ads that rely on sex appeal to sell products. How often are benefits of the actual product communicated to the reader? Is this an ethical form of advertising? Discuss.

Week 8 Individual Decision making

(Q16) Some analysts argue that consumers really do not pursue any kind of decision process but make their selections more or less randomly without any apparent reasoning. What is your position on this issue? Give examples.

(Q17) When shopping online the consumer goes through the five stages of the decision-making process. Think of a product that you recently shopped for online and describe the process. How was your selection influenced by technology? Give examples.

(Q18) Country of Origin (COO) is a common heuristic used by consumers in making purchase related decisions. Carry out research into COO giving a range of examples of how this heuristic can be influential.

Week 9 Culture

(Q19) Examine the various subcultures found in the United Kingdom. Give a range of examples of how marketers have targeted different cultural segments.

(Q20) Compare China and the United Kingdom on the various cultural dimensions put forward by Hofstede. What would marketers need to know before entering the Japanese Market in regard to cultural differences? Give a range of examples.

(Q21) Compare Sweden and the United Kingdom on the various cultural dimensions put forward by Hofstede. What would marketers need to know before entering the Swedish Market in regard to cultural differences? Give a range of examples.

Week 10 Group influence, Opinion leaders and Diffusion of Innovations

(Q22) Why are reference groups so persuasive? French & Raven (1959) classified the influence of groups into power bases which are used by marketers to affect people's consumption. Find examples for each of these bases.

(Q23) Discuss the influence of opinion leaders on consumer decision making. Give a range of examples of how on-line opinion leadership has increased in the digital economy.

(Q24) The "Diffusion of Innovation" model originated to explain how, over time, an idea or product gains momentum and diffuses (or spreads) through a specific population or social system. Examine how this model can be used in a marketing context, discussing the different marketing strategies marketers could use for each stage of the model for a product of your choice.

Week 11 Family Decision making

(Q25) Discuss the important changes in the modern UK Family Structure. For each find examples of how marketers have been conscious of this change in product communications, retailing innovations, or other aspects of the marketing mix.

(Q26) Individual members of families often serve different roles in decisions that ultimately draw on shared family resources. Carry out research into the roles of different family members on product choices. Give examples.

(Q27) Pester power is more effective than ever, research suggests, as parents say modern life has made them less able to say no. Discuss this statement giving a range of examples of how children are increasingly influential in today's market place.

Week 12 Social Class

(Q28) Income is one of the key variables when measuring Social Class (Solomon, 2015). Carry out research on how the economic turmoil over the last decade has had an impact on the behaviour patterns of consumers. Give a range of examples.

(Q29) Social class can be identified as a hierarchical division of a society into relatively distinct and homogeneous groups with respect to attitude, values and lifestyles (Assael, 2004). Analyse and discuss how marketers have used stratification tools such as the ABC1 model to target consumers with their offerings. Illustrate your answer with examples.

(Q30) Is ethical shopping just another way of showing how rich you are? Critically discuss giving a range of examples.

Appendix 1.7 Student Seminar Presentation List

Week	Seminar Topic	Students Name	Grade %
#3	~Perception~	(01) (02) (03)	
#4	~Learning~	(04) (05) (06)	
#5	~Motivation & Values~	(07) (08) (09)	
#6	~Self , Personality, Lifestyle~	(10) (11) (12)	
#7	~Attitude, Attitude Change ~	(13) (14) (15)	
#8	~Individual Dec. Making~	(16) (17) (18)	
#9	~Culture~	(19) (20) (21)	

<p>#10</p>	<p>~Groups & Social Media ~</p>	<p>(22) (23) (24)</p>	
<p>#11</p>	<p>~Family Decision making~</p>	<p>(25) (26) (27)</p>	
<p>#12</p>	<p>~Income Social Class ~</p>	<p>(28) (29) (30)</p>	

Appendix 2. Assessment Brief 2 – Individual Report



ASSESSMENT BRIEF 2 – INDIVIDUAL REPORT

Read this assessment brief carefully, it tells you how you are going to be assessed, how to submit your assessment on-time and how (and when) you'll receive your marks and feedback.

Module Code	BBM-5-CBA
Module Title	The Consumer Behaviour Analyst
Lecturer	Dr David Capper
% of Module Mark	50 %
Distributed	30/01/2020
Submission Method	In class. Submit online via this Module's Moodle site
Submission Deadline	Week 11 – Friday May 1st 18.00.
Release of Feedback	Feedback will be available online within 15 working days
Release of Marks	Provisional marks will be available in the Gradebook on Moodle from within 15 working days

Appendix 2.1 Assessment

The Individual Report is designed to provide students with the opportunity to demonstrate their understanding of consumer behaviour theories and the application of these theories in developing marketing strategies. Students are required to analyse adverts from a range of sources and apply a range of consumer behaviour theoretical concepts to **three consumer behaviour topics below**.

Part 1. Students should complete both Topics 1 & 2 below:

Topic 1 – Perceptual Theory: Use the **perceptual process** to show how marketers use areas such **perceptual attention, symbolism and interpretation** in constructing their messages. Give a range of appropriate examples.

Topic 2 – Learning Theory: Use (1) **stimulus-response models** such as **classical conditioning; instrumental conditioning** and (2) **cognitive learning theory** to illustrate how learning theory underpins communication & branding theory. Provide a range of appropriate examples.

Part 2. Students should complete Topic 3 or 4 below:

Topic 3 – Motivation Theory: Use content theories of motivation; such as **Maslow’s Hierarchy of Needs and/or McClelland’s “Three Needs Theory”** to show how the company has targeted various segments with their products. Give a range of appropriate examples.

Topic 4 – Consumer Lifestyle theory: Use psychographic lifestyle models such as **VALS 2** to illustrate how the company has used psychographics & lifestyle as a segmentation tool. Provide a range of appropriate examples.

Appendix 2.2 Assessment Details

Type:	<ul style="list-style-type: none"> • Individual Report
Resources:	<ul style="list-style-type: none"> • CBA Resources
Word Count:	<ul style="list-style-type: none"> • 2,500 words (+/- 10%) : • The bibliography will not count towards the word total. If the total word limit is exceeded marks will be deducted.
Presentation:	<ul style="list-style-type: none"> • Work must be referenced, and a bibliography provided • Work must be submitted as a Word document (.doc/docx) • Course work must be submitted using Arial font size 11 (or larger if you need to), with a minimum of 1.5 line spacing • Your student number must appear at the front of the coursework. Your name must not be on your coursework.
Referencing:	<ul style="list-style-type: none"> • Harvard Referencing should be used, see your Library Subject Guide for guides and tips on referencing.
Regulations:	<ul style="list-style-type: none"> • Make sure you understand the University Regulations on expected academic practice and academic misconduct. Note in particular: • Your work must be your own. Markers will be attentive to both the plausibility of the sources provided as well as the consistency and approach to writing of the work. Simply, if you do the research and reading, and then write it up on your own, giving the reference to sources, you will approach the work in the appropriate way and will cause not give markers reason to question the authenticity of the work. • All quotations must be credited and properly referenced. Paraphrasing is still regarded as plagiarism if you fail to acknowledge the source for the ideas being expressed. • TURNITIN: When you upload your work to the Moodle site it will be checked by anti-plagiarism software.

Appendix 2.3 Learning Outcomes

This assessment will fully or partially assess the following learning outcomes for this module.

- **Knowledge and Understanding**

A1. Detail the main theories and models underpinning consumer behaviour.

A2. Explain the core psychological and external variables that influence the decision-making process of consumers.

- **Intellectual Skills**

B1. Apply appropriate consumer behavior theory to solve problems arising from both domestic and international situations.

- **Practical Skills**

C1. Undertake in-depth literature searches on topics relating to consumer behaviour.

- **Transferable Skills**

D1. Communicate effectively in written and oral forms

Appendix 2.4 Assessment Criteria and Weighting

LSBU marking criteria have been developed to help tutors give you clear and helpful feedback on your work. They will be applied to your work to help you understand what you have accomplished, how any mark given was arrived at, and how you can improve your work in future.

	Criteria	Feedforward comments						
		100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
10%	1. Research Systematic identification and use of academic and relevant resources	Extensive independent relevant research evidenced by quality and quantity used. Ability to draw on own research and that of others.	Extensive independent relevant research evidenced by quality and quantity used. Some autonomous research.	Wide range of relevant sources identified and used. Very little guidance needed.	A range of sources identified and used. Limited guidance needed.	Limited research identified and used. Some guidance needed to complete research tasks.	Some evidence of research but insufficient amount. Needs support to develop research skills.	Little or no research presented. Needs significant support to develop research skills.
70%	2. Subject Knowledge Understanding and application of subject knowledge. Contribution to subject debate.	Shows sustained breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Awareness of ambiguities and limitations of knowledge.	Shows breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Some awareness of ambiguities and limitations of knowledge.	Accurate and extensive understanding of key aspects of subject. Evidence of coherent knowledge.	Accurate understanding of key aspects of subject. Evidence of coherent knowledge.	Understanding of key aspects of subject. Some evidence of coherent knowledge.	Some evidence of superficial understanding of subject. Inaccuracies.	Little or no evidence of understanding of subject. Inaccuracies.
10%	7. Communication and Presentation Clear intention in communication. Audience needs are predicted and met. Presentation format is used skilfully. Work is well structured.	Communication is entirely clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, mostly persuasive and compelling with skilful use of the presentation format. Presentation addresses the needs of the audience.	Communication is clear, with skilful use of the presentation format. Presentation takes into account the needs of the audience.	Communication is mostly clear and presentation format is adequate. Presentation may sometimes not take into account the needs of the audience.	Communication is unclear because presentation format is not used adequately and/or the needs of the audience are not taken into account.	Communication is very unclear because presentation format is not used adequately, and the needs of the audience are not taken into account.
10%	8. Academic Integrity² Acknowledges and gives credit to the work of others follows the conventions and practices of the discipline including appropriate use of referencing standards for discipline.	Consistent, error free application of relevant referencing conventions with great attention to detail.	Consistent, error free application of relevant referencing conventions.	Consistent application of relevant referencing conventions with few errors.	Application of relevant referencing conventions, with some errors and / or inconsistencies.	Generally correct application of relevant referencing conventions, with some errors and / or inconsistencies.	Limited application of referencing conventions and / or errors.	Very limited or no application of referencing conventions, and/or multiple errors.

² The application of this criterion is independent of the process outlined in the [Student Academic Misconduct Procedure](#)

Appendix 2.5 Individual Report Feedback Criteria & Weighting

Linked to the LSBU Assessment Criteria.

Marking Criteria	Max. Grade
LSBU Assessment Criteria 1: Research <ul style="list-style-type: none">Evidence of wide source of research material	10%
LSBU Assessment Criteria 2: Subject Knowledge <ul style="list-style-type: none">Theoretical ContentApplication of Subject KnowledgeConclusion	70% 30% 30% 10%
LSBU Assessment Criteria 7: Communication & Presentation <ul style="list-style-type: none">Report Structure & Presentation	10%
LSBU Assessment Criteria 8: Academic Integrity <ul style="list-style-type: none">Referencing	10%
Total	100%