

MODULE TITLE		International Consumer Behaviour			
MODULE LEVEL		7			
MODULE CREDIT POINTS		15			
SI MODULE CODE (if known)		44-7936-00S			
MODULE JACS CODE		N550			
SUBJECT GROUP		SG-44012 Marketing - O&M			
MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery) NB "Semester 3" ends on 31 July each year					
LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY	
Sem 1 & 2		Sem 1	✓	Start Date	
Sem 2 & 3		Sem 2		End Date	
		Sem 3			
MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)					
Single Module Mark with Overall Module Pass Mark of 40%					✓
Single Module Mark - Pass/Fail only					
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%					
Up to Three Assessment Tasks - Pass/Fail only					
Other -					
Overall Module Pass Mark if other than 40% (subject to approval)					%
MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5)					
Is a timetabled examination required for the assessment of this module?					No
Is a timetabled examination required for the reassessment of this module?					No
Is the module delivered wholly by Distance Learning (ie. not timetabled at SHU)					No
Are any staff who are responsible for teaching on this module non-SHU employees?					No
MODULE STATUS (✓ as applicable to status of module in the context of current proposal)					
Unchanged: an existing module, presented as unchanged from previous years					
Modified: an existing module being modified as a result of this validation, eg. changes to delivery or assessment pattern, title, credit weighting etc					
New: new module to be approved through current validation process					✓
If status is 'Modified', please give date when modified version is to be available from				Modified Version Available from N/A	
Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)		Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module
		24	18	108	150
OTHER COURSES FEATURING THIS MODULE (please list below)					
MSc International Marketing					

1 AIM OF THIS MODULE

To introduce students to the principles and concepts of consumer behaviour, and to the issues that arise when considering consumer behaviour in the international / cross-cultural context.

2 BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

1. Understand the key constructs in consumer behaviour and evaluate the relevance of the consumer decision making process in any marketing exchange.
2. Reflect on your own role as a consumer and analyse and evaluate the practical significance of consumer behaviour theories.
3. Critically evaluate and analyse influences on consumption buying behaviour of both individuals and organisations in both the domestic and international arenas.
4. Use your knowledge to research and analyse international consumers with a view to the development of international marketing strategy.

3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

1. New times - new consumers.
2. Consumer decision making process; B2C and B2B contexts.
3. Key influences on consumer behaviour; internal and external.
4. International influences on consumer behaviour.
5. International behavioural research.
6. Consumer behaviour and links with international marketing strategy.

4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

1. Key concepts relating to the subject matter will be introduced via classroom lectures.
2. Students will be expected to undertake directed reading to support and reinforce their levels of knowledge and understanding.
3. Workshop sessions based around case studies will be held to encourage analysis and evaluation and to generate wider thinking and discussion.
4. Students working in groups will be expected to actively undertake research into consumer behaviour during the module and present their findings to their peers during the sessions.
5. Students will have access to the relevant skills packs and skills online, also a module blackboard site will be created with additional matter and wider reading available.
6. The University's Teaching and Learning Centre will give access to large amounts of both supporting journals and market information to support both learning and assessment.

5 THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

The students will be required to undertake one piece of individual written coursework, in the form of a report, based on the research and analysis of some aspects of consumer behaviour in an international setting.

Based on the research and findings students will make recommendations as if they were reporting to a client.

The link between the learning outcomes and the assessment criteria are clear, the students would need to understand decision making and many other key aspects of consumer behaviour, they will need to analyse and evaluate the practicalities of the theories and concepts in the international context and be able to draw conclusions and make recommendations to clients which would be used to generate strategies.

Should a student fail to achieve 40% then the work must be redone following the examination board and the mark capped at 40%.

In-module retrieval is not in use.

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available ?	Individual task pass mark ONLY IF OVER 40%**
Individual coursework	100%	4500-5000 words	No	

TABLE B: RE-ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available ?	Individual task pass mark ONLY IF OVER 40%**
Individual coursework - reworking of original submission	100%	4000 words	no	

6 THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

Written, summative feedback will be given following the submission of the coursework and its production will be supported by formative feedback during progression through the module.

7 THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

- Classroom with full av equipment.
- Access to a tutor.
- The range of appropriate journals, texts, databases and other relevant publications contained in the Learning Centre. E.G. Doole, I & Lowe, R (2008); International Marketing Strategy, analysis, development and implementation. 5th Edition. Cengage
- Access to a PC and printer.
- Blackboard as a virtual learning environment to provide additional direction, stimulate thinking and to provide alternative core learning materials/approaches

Learning Outcome	Level descriptors				
	Fail - below 40%	Pass, 40-49%	50-59%	60-69%	Distinction, 70%
Apply a knowledge of consumer behaviour in a dynamic competitive international environment	Little evidence of knowledge / weak evaluation of relevant factors	Some knowledge of consumer behaviour & evaluation but limited in range and scope	Clear explanation and sound knowledge base, competent evaluation of competitive environment	Evidence of depth of knowledge on consumer behaviour & insightful evaluation of competitive environment	Perceptive and comprehensive knowledge base with a high level of critical reflection
Employ the consumer behaviour principles, techniques, concepts and procedures in international marketing analysis	Little or no knowledge of the employment of the consumer behaviour concepts etc. to the question under study.	Some understanding of concepts studied, but weak on the critical evaluation and linkage to the subject of the assessment.	Reasonable knowledge of subject and a competent evaluation of factors, but linkage to the subject of the assessment limited.	Good sound knowledge and understanding shown of the consumer behaviour concepts etc. High level of analytical skills shown.	Perceptive and comprehensive knowledge base of consumer behaviour concepts etc., and in depth critical analysis which has been professionally applied to the subject of the assessment.
Gather, analyse & synthesise researched information from a variety of sources and employ skills to make and justify independent judgements in the analysis	Insufficient evidence of understanding and limited application to the brief	Limited sources used analysis descriptive with limited application to the subject of the assessment.	Competent ability to synthesis from a variety of sources using relevant theoretical concepts and with a practical application	Evidence of high level analytical skills and the ability to synthesise from a variety of sources. Good use of theoretical concepts and with an insightful and practical application to the subject.	Extensive, well researched, showing a greater depth of analysis and critical evaluation with an insightful evaluation.
Present a coherent evaluation of researched material in a professional manner showing a competent level of critical self awareness	Muddled structure, insufficient coverage of syllabus content, limited data gathering and poor analysis of issues.	Reasonable structure and coverage of syllabus, but tending to be descriptive rather than analytical. Evidence of data gathering.	Satisfactory structure with consistent analysis, coverage of syllabus and good evidence of data gathering. A competent presentation of the research and analysis	Clarity of structure, critical comment and good use and breadth of data gathering. A good quality professional presentation of the research and analysis.	Excellent, perceptive and focused analysis, breadth of data gathering and critical insight. Excellent presentation of the research and analysis.
All	Little or no evidence of additional reading	Some additional material introduced	Appropriate use of a reasonable level of further material	Introduction of a wide range of additional supporting material	Appropriate use of a comprehensive range of relevant additional material
All	Poorly structure report Lacking clarity Poor grammar & poor referencing	Some appropriate structure and some evidence of appropriate referencing.	Reasonable structure and clarity Few grammatical errors and adequate referencing.	Clear and logical communication Accurately presented with good level of referencing.	Exceptional written communication skills Professionally presented and referenced.

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 1
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MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Assessment Framework review