

MODULE DESCRIPTOR

TITLE	Consumer Perceptions of Food
SI MODULE CODE	44-6963-00L
CREDITS	20
LEVEL	6
JACS CODE	D600
SUBJECT GROUP	Food and Nutrition
DEPARTMENT	Service Sector Management
MODULE LEADER	Dr Sam Giove

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
36		164	200

MODULE AIM

This module takes an applied and multidisciplinary approach with the aim to developing an understanding of how consumers select, organise and interpret of stimuli to which they are exposed.

This module offers students an opportunity to develop a level of insight critical for professionals who wish to more fully understand how and why food consumers think, feel and act as they do with respect to food. These insights inform the development and management of products and services, strategic decision making and policy making at local, regional, national and international settings.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

Within the context of Food;

1. Demonstrate a knowledge and awareness of perceptions of food held by twenty first century consumers..
2. Demonstrate an understanding of the relationship between perception, intention and behaviour.
3. Assess the significance of cognitive processes on consumer perception with respect to the process of selection, organisation and interpretation of stimuli.
4. Discriminate between a broad range of stimuli that influence consumer perception, whilst also recognising interrelationships.
5. Evaluate and demonstrate the importance of the senses.
6. Recognise and demonstrate how an understanding of consumer perception can inform strategy and policy in a variety of sectors.

INDICATIVE CONTENT

Theory and models of perception
Cognitive processes
The relationship between perception and behaviour
The contemporary consumer
Factors and stimuli influencing perception
The uniqueness of food

The senses
Risk Perception and trust
Managing consumer perception
Policy and strategy

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

Strategy

A blended learning and teaching strategy is designed to engage students actively with a process of acquisition of knowledge, investigation and the development of key skills to include critical thinking and reflection.

The LTA strategy supports students in demonstrating that they have acquired the learning outcomes of this module.

Methods

Students will attend a series of one hour lectures and two hour practical seminars during which they will develop as reflective and autonomous learners evaluating their learning as they progress through the module.

Students will work both independently and in small teams.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Essay - Review of the Literature Individual Marking Criteria	CW	40	2000	N
2	Group Work - Interactive Student Led Seminar (Group and Individual Marking Criteria)	PR	60	40mins	N

FEEDBACK

Students will receive feedback on their performance in the following ways

Students will receive continuous formative feedback as they progress through the module.

Students will receive formative feedback as they develop their ideas and plan both assessments. Students will receive summative feedback within 3 weeks of submission. Feedback will indicate where students work sits in relation to the marking criteria and indicates the strengths of the piece of work and areas for improvement / development.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Reading List

Journals – The following journals are amongst those where you will find papers published on Consumer Perception – you will find that the library subscribes to a wide range of journals, with many available online.

The Journal of Consumer Psychology
Journal of Consumer Research
International Journal of Consumer Studies
British Food Journal
Journal of Consumer Culture
Journal of Consumer Policy
Journal of Consumer Behaviour
Journal of Cross - Cultural Psychology
Food Quality and Preference
Marketing
Journal of Market Research
Journal of Sensory Studies
European Journal of Marketing
European Journal of Clinical Nutrition
Appetite

Recommended Texts

1. Solomon MR. Consumer Behaviour: A European Perspective. Harlow: Financial Times Prentice Hall; 2010. [Link](http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ7QySSwPQHOTFrqm4G0yiCMNkAp7N1EGGTfXEGcP3eKM0njo6EZ8kqGphaEpsFNiyucsJ3QrjNlv855odomZt5jYASPVJ4M)
<http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ7QySSwPQHOTFrqm4G0yiCMNkAp7N1EGGTfXEGcP3eKM0njo6EZ8kqGphaEpsFNiyucsJ3QrjNlv855odomZt5jYASPVJ4M>
2. Jansson-Boyd CV. Consumer Psychology. Maidenhead: McGraw-Hill/Open University Press; 2010. [Link](http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ4wAwMqDxPR0I8LFgZGhZGhrjF45wXiRAOKst5NIEHGzTXE2UO3OKM0Hjq4EZ9kaGphBJprMuXbwcD5e-svx2crjJyjnoqcSQMA_Qgp5A)
http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ4wAwMqDxPR0I8LFgZGhZGhrjF45wXiRAOKst5NIEHGzTXE2UO3OKM0Hjq4EZ9kaGphBJprMuXbwcD5e-svx2crjJyjnoqcSQMA_Qgp5A
3. Solomon MR. Consumer Behavior: Buying, having, and being. Boston, [Mass.]: Pearson; 2011. [Link](http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQywh5UHienpRBQHwJreVNclvK8McaABUIHvJsog4-Ya4uyhW5xRGg8d24hPMgRt9ARWoqZ8Xx60u1-a6nrx9ua8Zt3ZyxMA52AqrA)
<http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQywh5UHienpRBQHwJreVNclvK8McaABUIHvJsog4-Ya4uyhW5xRGg8d24hPMgRt9ARWoqZ8Xx60u1-a6nrx9ua8Zt3ZyxMA52AqrA>
4. Zurawicki L. Neuromarketing: Exploring the Brain of the Consumer. Berlin: Springer; 2010. [Link](http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ7QyYeVBYno6EcUB6BAQU13QxecoRxoGfFZuogwybq4hzh66xRml8dDRifgkQzNQq8bSxJSPfWHT-wU3nK6tnbX3o_qpRYUAJicrbw)
http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ7QyYeVBYno6EcUB6BAQU13QxecoRxoGfFZuogwybq4hzh66xRml8dDRifgkQzNQq8bSxJSPfWHT-wU3nK6tnbX3o_qpRYUAJicrbw
5. Krishna A. Sensory Marketing: Research on the Sensuality of Products. New York: Routledge; 2010. [Link](http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ7QykcsDI8LlgbmxoYmuoTn42kDEkQZlhb2bKIOMm2uls4ducUZpPHR0Iz4JdE8ysM1eYcpXzZx03LTd0W_XszVaBXVNhgA0rSlz)
http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ7QykcsDI8LlgbmxoYmuoTn42kDEkQZlhb2bKIOMm2uls4ducUZpPHR0Iz4JdE8ysM1eYcpXzZx03LTd0W_XszVaBXVNhgA0rSlz
6. Shaw C, Dibeehi Q, Walden S. Customer Experience: Future Trends and Insights. Basingstoke: Palgrave Macmillan; 2010. [Link](http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ4wAwMqDxPR0I2KKA9AqKXPwMdCIEw2Qyno3UQYZN9cQZw_d4ozSeOjgRnwSsDo2NzCyNDLIY3Dyrqq66rZ3qYdUINnJztcA6Y4o0w)
http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ4wAwMqDxPR0I2KKA9AqKXPwMdCIEw2Qyno3UQYZN9cQZw_d4ozSeOjgRnwSsDo2NzCyNDLIY3Dyrqq66rZ3qYdUINnJztcA6Y4o0w
7. Shepherd R, Raats M, Nutrition Society. The Psychology of Food Choice. Vol 3. Wallingford: CABI; 2006. [Link](http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQywh5UHienpRBQHwJreVNclvK8McaABUIHvJsog4-Ya4uyhW5xRGg8d24hPMgRt9ARWoqZ8Xx60u1-a6nrx9ua8Zt3ZyxMA52AqrA)
<http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQywh5UHienpRBQHwJreVNclvK8McaABUIHvJsog4-Ya4uyhW5xRGg8d24hPMgRt9ARWoqZ8Xx60u1-a6nrx9ua8Zt3ZyxMA52AqrA>
8. Meiselman HL, MacFie HJH. Food Choice Acceptance and Consumption. Blackie; 1996. [Link](http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQywh5UHienpRBQHwJreVNclvK8McaABUIHvJsog4-Ya4uyhW5xRGg8d24hPMgRt9ARWoqZ8Xx60u1-a6nrx9ua8Zt3ZyxMA52AqrA)

http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ7QykcSdIyLKAXNzE0tdE_BNclgiDZAKezdRBhk31xBnD93ijNJ46OhGfBLohHJgV8jClG_awRt1h9TdTdWzeqbZ-3pnXhKgBFritD

9. Frewer L, Risvik E, Schifferstein H. Food, People, and Society: A European Perspective of Consumers' Food Choices. Berlin: Springer; 2001. [Link](#)
<http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ7QykcSDI8LlgRGo9tY1Ad8EhzjSAKmwdxNlkHFzDXH20C3OKI2Hjm7EJxkam5oBmw1mpnzp8m5eiUqO5pMPF3P8cHqXDQAhzSiW>

10. Marshall D. Food Choice and the Consumer. Chapman and Hall; 1995. [Link](#)
http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ7QySS0PzE0tTXQhk6mllw2QCns3UQYZN9cQZw_d4ozSeOjoRnySlagOAhbEpnxMjYs1Otd4_FrMu0zXTjJ4OgAxaSiv

11. consumer psychology. Encyclopædia Britannica Online. Encyclopædia Britannica Inc; 2012. [Link](#)
http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQyWzh5UHienpRBQHoCtZDHTBF6sgDjIRAKurdRBmk3VxDnD10k0C95jzQ1on41KR4E1AXxtYU7_0jRF9Be7eexo_ujYmWn8EALvrKg0

12. Jansson-Boyd CV. Consumer Psychology. Maidenhead: McGraw-Hill/Open University Press; 2010. [Link](#)
<http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ4wAlJcHxoTLAZNLM0tdyNI8iBMNkMp6N1EGGTfXEGcP3eKM0njo4EZ8kqGphRForsmU75d9bYaPnrPvDN4W8dmHpj4HABDAKU>

13. Haugtvedt CP, Herr P, Kardes FR. Handbook of Consumer Psychology. New York: Lawrence Erlbaum; 2008. [Link](#)
http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ7QyYeVBYno6EcUB6BAQU13QRiCUIw2QCns3UQYZN9cQZw_d4ozSeOjoRnwSsANiZGFmbGTK92Xd0obNDI66sy0ceeZay1gCAB9wKF4

14. Chartrand TL, Fitzsimons GJ. Nonconscious Consumer Psychology. Journal of Consumer Psychology. 2011;21:1-3. [Link](#)
http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ7QykcSDI8LlgRGo9tY1AZ_3gzjSAKmwdxNICHVzDXH20IVeE6CbDOxKGeomJhoC2-FmJhZGgaDGsallqnFqgnGaoWlimoWJibllmIghWWacWJiUmKiGbAFk2pknmgJpAawsLVIME43NTfl2TXP-nijv6D7_QUDjkbPPUgAeFDju

15. Foxall GR, Goldsmith RE. Consumer Psychology for Marketing. Routledge; 1994. [Link](#)
<http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ7QykcSDI8LlgRGo9tY1BS8ARhxpqFTYu4kyyLi5hjh76BZnlMZDRzfikwyNgC16C2AtyLdg7ymzh0u9Tk6XXsX419NvIwBBwyq3>

16. James A, Kjørholt A, Tingstad V. Children, Food and Identity in Everyday Life. Basingstoke: Palgrave Macmillan; 2009. [Link](#)
http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ7QykcSDI8LlgRGo9tY1BU_ul440QCrs3UQZZNxqC5w9dlszSuOhoxvSYam5uag3ZamfH6WOjt-f_Db3CIXM8VY1ccFADZ9KSY

17. Friedland SR. Food and Morality: Proceedings of the Oxford Symposium on Food and Cookery 2007. ; 2008. [Link](#)
http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ4wAlJcHROTLA3Ng71vXCHy0KeJEA6Sy3k2UlcTNNcTZQxd6S4BuqqGlgamuYXJqSqKJRWpiErBqA_bnkINBuyMTTYyTDIGN4RQLYPs8zdjiMDUJ2JAwNEs1SDS3BE03pJmIWYCqf1M-xK2PbLMHkYb37MZv24R5QcAphc0ww

18. Parasecoli F. Bite Me: Food in Popular Culture. ; 2008. [Link](#)
<http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ4wAlJcHxoTLA2DLwFTXHDxogDjIRAKmsdxNICHNzDXH20IXeEqCbaGxmYmmgm2KeZGZukmaRlgzsPaSZJ5kmpwHbNMnJpsCyN9HCwjZ1NA4xSQxxcAi1QLY-jBPSkk0M0INMgF2-w1MU4xMTPIWZJddUWVybtpw8dSuRZO2PAQAOIM5ag>

19. Holbrook MB. Consumer behavior: Buying, having, and being (2nd edn). Journal of Retailing and Consumer Services. 1995;2:265-266. [Link](#)
<http://shu.summon.serialssolutions.com/link/0/eLvHCXMwQ4wAlJcHROTLA3Ng3aFrBD4LB3GiAVJZ7ybKEOrmgulLsoQu9JUA3GVg5mukmJZqIWJiZpRmmpBqJxjobJyamJqekmiWnJJknG5kDa0PjNDODtNQ0Y0uzRCMDS4NU02SD1JQUozTDJBPjRlSkU77QldMO7dLwZdggPqX0Vnk2dABDBDKk>

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	N/A

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	w/c 01/10/2013	w/c 22/04/2014
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	N/A

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information 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 Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	