

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MSc Consumer Behaviour
Name of Interim Award(s)	N/A
Duration of Study/Period of Registration	1 year full-time
UCAS Code(s)	N/A
QAA Benchmark Group	N/A
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	August 2017
Primary Department/Institute	Institute of Management Studies

Departments which will also be involved in teaching part of the programme
Not Applicable

Programme overview

The Goldsmiths MSc in Consumer Behaviour equips students with a comprehensive grounding in approaches to understanding consumer preferences, judgements, decision-making and behaviour. It shows how to use this knowledge to improve organisational strategy and success, in terms of targeting, product placement, advertising, marketing, influencing and protecting consumers.

Programme entry requirements

Students will normally have, or be expected to gain, a first degree of at least a 2(i) level, or equivalent. Appropriate work experience will be considered in place of an undergraduate qualification on a case-by-case basis. This work might include, for example, business, computing, or entrepreneurial experience. Prospective students with other experience are encouraged to discuss their specific situation with the module director.

International non-English native speakers will need to demonstrate an adequate level of English for academic purposes. This is defined as IELTS 6.5 (with a minimum of 6.5 in the written element); international applicants will normally be interviewed in person or via skype video conference.

Aims of the programme

The programme aims to enhance students' employability by fostering the development of real-life, job-relevant competencies and skills, required to succeed in today's competitive job market. Students are provided with a strong knowledge-base and hands on research experience needed for succeeding in careers such as marketing, media, communications, advertising, consumer research, entrepreneurship, and public relations. The Innovation Case Studies also expose students to executives from industry discussing and debating the merits of approaches and strategies to the management of innovation. The content of modules draws on relevant topics from social psychology, behavioural economics, cognitive psychology, marketing science, advertising, neuroscience, communication, and management science. Students will develop the skills necessary to conduct independent research and to understand: the psychological impact of various types of media; the psychological processes underlying consumer behaviour; the psychology of consumer preferences; psychological theories of attitude change, persuasion, and influence; the psychology of branding; and behavioural economics (including the

psychology of pricing). The Institute of Management Studies (IMS) at Goldsmiths benefits from staff who conduct high-impact, applied research and who have excellent links with industry. The MSc Consumer Behaviour contributes to and strengthens Goldsmiths' reputation as being one of the premier institutions of its kind in the United Kingdom.

What you will be expected to achieve

Reaching these discrete learning objectives will enable students to synthesise theoretical/technical and applied knowledge from the behavioural sciences, in relation to consumer behaviour. This synthesis combines both subject-specific knowledge and generic applied skills. Students who successfully complete the programme will be able to:

Knowledge and Understanding		Taught by the following modules
A1	Critically evaluate the principles of traditional and modern consumer psychology.	Consumer Behaviour; Psychology of Marketing and Advertising
A2	Understand the psychology and associated disciplines, behind consumer-related decision making, including research methods involved in consumer behaviour.	Consumer Behaviour; Psychology of Marketing and Advertising
A3	Learn how these principles are used by organisations to influence consumer choice, and understand the ethical and legal issues surrounding these practices	Consumer Behaviour; Psychology of Marketing and Advertising
A4	Critically evaluate various research methods, from attitudinal (consumer surveys) to biological (fMRI scans) approaches and understand the benefits and shortcomings of each.	Consumer Behaviour; Research Design and Applied Statistics
A5	Understand how research is designed, conducted, and data analysed, and ethical concerns in assessing consumer attitudes and behaviours.	Research Design and Applied Statistics
A6	Assess a variety of marketing and advertising techniques.	Psychology of Marketing and Advertising
A7	Translate theoretical implications of consumer psychology and behaviour to practical marketing plans and scope them.	Psychology of Marketing and Advertising
A8	Demonstrate an ability to problem-solve in marketing and advertising using technology and multimedia platforms.	Consumer Behaviour; Psychology of Marketing and Advertising
A9	Discern how to detect and apply methods, tools, and techniques of project management to a range of project environments.	Creating Customer Experiences, Project Management, Innovations Case Studies

Cognitive and Thinking Skills		Taught by the following modules
B1	Conduct research related to consumer behaviour, and interpret outputs of statistical techniques for data analysis and interpretation of findings from that research.	Research Design and Applied Statistics
B2	Critically evaluate traditional versus more recent theories of marketing and advertising. Interpret consumer behaviour data and how that can be applied to new marketing and advertising models.	Psychology of Marketing and Advertising
B3	Critical evaluation of project management theories	

	as they relate to practical application ; the student will be able to understand and act upon the role of the project manager relative to project stakeholders.	Creating Customer Experiences,Project Management Innovation Case studies
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Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Conduct an independent piece of research relevant to consumer Behaviour, broadly defined	Research Project.
C2	Evaluate online resources and new technology used in consumer research and assess the validity and reliability of these methods.	Research Design and Applied Statistics
C3	Use a variety of techniques to capture consumer related information, including attitudes and behavioural patterns.	Research Design and Applied Statistics
C4	Understand what research method is most suitable for what consumer related research question and the most effective ways to analyse the data.	Research Design and Applied Statistics
C5	Capability to interpret consumer behaviour, including irrational, or suboptimal consumer choices.	Consumer Behaviour; Psychology of Marketing and Advertising
C6	Students learn how to influence consumer choice and decisions through various marketing and advertising techniques. The ability to use different media to influence consumer judgement, perception, and memory.	Consumer Behaviour; Psychology of Marketing and Advertising Innovation Case studies

Transferable Skills		Taught by the following modules
D1	Produce high quality written reports showing evidence of concise analysis and intellectual rigour.	All modules
D2	Carry out computer research in order to access research evidence and other materials.	All modules
D3	Analyse complex information in a critical, rational and objective manner.	All modules
D4	Work independently and evaluate evidence of complex applied problems.	All modules
D5	Manage their own learning, and recognise the need for life- long learning.	All modules
D6	Critically summarise and evaluate ideas in ways that may be understood by non-specialists.	All modules
D7	Apply behavioural concepts and findings to novel applied problems.	All modules
D8	Apply principles of research design to their own research and in evaluating the research literature.	All modules
D9	Use various online databases and other resources.	All modules
D10	Avoid the use of inappropriate, unethical or illegal procedures.	All modules

How you will learn

The teaching and learning methods to which students are exposed have been designed in recognition of: (a) the different knowledge routes to learning; (b) the learning requirements of different types of

information and skills; and (c) the need for students to engage in a complementary range of learning activities, leading to the synthesis of academic knowledge and professional skills/competencies.

To achieve the learning outcomes, students experience a range of teaching/learning methods, including formal lectures, analysing case studies, seminars, tutorials, summative coursework (essays and reports), and independent research projects.

Formal lectures are integral to the acquisition of subject specific skills and understanding, but these also provide the opportunity for discussion, group work and debate. This learning strategy is designed to challenge students' preconceptions, facilitate independent thought, and enable students to develop a critical perspective. In some instances, seminars and workshops provide a further opportunity to develop an independent and critical perspective.

Students receive feedback on written work (essays and practical reports) in the form of structured numerical feedback (1 – 5), relating to the logic of arguments, their coherence, references, coverage of background literature, etc., as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow students to know how to improve their work. During meetings with their module lecturers and personal tutor, students have a further opportunity to receive feedback and academic guidance.

The written and oral feedback serve a number of functions: (a) to identify areas in need of further development, serving a diagnostic function; (b) the discussion accompanying oral feedback provides an opportunity to develop knowledge and appreciation of theoretical and applied material, and to encourage students to think critically and independently; and (c) feedback provides students with tangible criteria against which progress can be monitored.

Group meetings between tutors assure the reliability and validity of these forms of assessments. In addition, all summative work is either second marked or moderated. Detailed criteria for marking bands are provided for students in the Programme Handbook. Students attend lectures in order to provide the background, theoretical knowledge that is then used in practical activities to develop the skills and competencies in the application of knowledge related to consumer behaviour.

The learning outcomes are assessed by a variety of means: (1) Unseen examination papers in May/June; (2) formative or summative essays – or both - for taught modules, as well as a group projects including presentations. In the third term, (3) students conduct a large piece of empirical research in the form of a Research Project.

The assessment chosen reflects the skills students will need to have learnt upon completion of the module (i.e. the learning outcomes), with a specific focus on increasing the employability of students. Analytical, theoretical, and written skills, which are useful for most academic and non-academic occupations are reflected in the essay and exam; practical and project management skills, which are increasingly sought after by employers, are reflected in the group project. The final year project is the most explicit form of evidence to demonstrate that a student is able to self-motivate, work on, and see through a long-term project by him/herself.

Evaluation is key to squaring the curriculum design principles of aims, content and process, with outcomes; and the model we adopt has iterative links between these elements, designed to diagnose strengths and weaknesses of existing provision, as well as monitoring the success of innovations. This process is designed to encourage students to be actively involved in the learning process, and to be concerned with issues of quality.

How you will be assessed

Each module has a set of objectives and learning outcomes, which are summarised below. Final grades

are based on a set of generic criteria that are used across programmes in the IMS.

Students must obtain the minimum of the pass mark on the assessment for each module. If there is more than one assessment for a module, the mean sum of those assessments (for a given module) must reach the pass mark.

1.1 Learning outcomes and assessment

Coursework (e.g., essays, and indicated below, C) serves a formative and a summative assessment function for all core modules. Examinations for IMS-based modules are unseen written papers (indicated below, E).

Consumer Behaviour

Objectives: The objective of this module is to introduce students to the behavioural science theories and research that address questions concerning consumer behaviour and choice, evaluation and judgement, and the psychology behind these judgements and behaviour. This module will also consider the limitations of our understanding of these issues and how decision making and consumer behaviour theories and research are trying to overcome them.

Assessment: A one-hour exam (E) (which may be scheduled as part of a two hour exam with another module), one group presentation and a 1000 word group business report, and a 1200 word essay (C). The assessment reflects the skills students will need to have learnt upon completion of the module (i.e. the learning outcomes). That includes analytical, theoretical, and written skills, reflected in the report, essay, and exam, as well as practical and project management skills, reflected in the group project and presentation.

Learning Outcomes: By the end of the programme, students will be able to demonstrate a systematic understanding of knowledge, and a critical awareness of the principles of traditional economics versus behavioural economics. Demonstrate a comprehensive knowledge of the psychological principles behind consumer-related decision making, including research methods used in consumer psychology. Critically evaluate how these principles are used by organisations to influence consumer choice and increase the effectiveness of new ventures and ethical and legal issues surrounding these practices. Be able to demonstrate originality in the application of knowledge of consumer psychology to improve organisational needs, including branding, internal and external communication and advertising. Effectively execute an empirical project on one of the lecture topics.

Psychology of Marketing and Advertising

Objectives: This lecture module will introduce students to the science of marketing and advertising. It will compare and contrast the old and the new in terms of theory and research, and examine the scientific literature on buyer behaviour and psychology in order to provide the state-of-the-art in the field. The literature which is based on decades of scientific research and hundreds of case studies, critically evaluates the traditional assumptions of marketing, such as loyalty, differentiation, and targeting. Furthermore, it offers new models of marketing which challenge many of the marketing practices encountered in the industry.

Assessment: A one-hour exam (E) (which may be scheduled as part of a two hour exam with another module), and a written 2500 word business report (C). The assessment reflects the skills students will need to have learnt upon completion of the module (i.e. the learning outcomes). That includes analytical, theoretical, and business related written skills, reflected in the essay and business report.

Learning outcomes: By the end of the module, students will be expected to:

Demonstrate a systematic understanding and a critical awareness of traditional marketing principles as well as the latest scientific discoveries in marketing. Evaluate critically, interpret, and apply recent

research methods for understanding buyer behaviour. Critically evaluate traditional marketing models in light of new research data and assess the applicability and usefulness of these competing and/or complementary models of marketing and advertising. Demonstrate a comprehensive knowledge of how buyer behaviour principles are used in practice to influence consumer choice. Describe the key strategies that organisations use to increase the effectiveness of new and/or established brands, and evaluate the effectiveness of such strategies.

Project Management

Objectives: Project Management is about all aspects of definition, design, delivery, and support of organisational initiatives and product development. These aspects include planning and controlling for scope, time, cost, quality, HR, communications, risk, procurement, and integration of all of the above. It involves all activities from starting up projects to initiating, managing, directing, controlling, and closing projects. This module addresses all of these areas in a rigorous and structured way using the three dominant methodologies currently active in operational environments deploying projects and project management. The lecturer for this module, Dr Chris Brauer, is certified in all of these methodologies with his Project Management Professional (PMP), Prince2 Foundation and ScrumMaster certifications. The module provides students with an active skillset in project management as well as preparing them to pursue certification in any of these three methodologies. The curriculum will engage lectures, activities, case studies, group work, role play scenarios, and presentations. Students will be taught in a single lecture environment each week before breaking off into smaller groups to conduct topical seminars and discussions or software training in labs.

Assessment: This course is assessed by an RFP response (40%) and a three-hour examination (60%). The three hour in-class test at the end of the module includes multiple choice, short answer and essay questions. All three of the major certifications covered by the module provide certifications by exam. Combining aspects of all three into a single assessment will assess the students across different approaches to project management while also potentially preparing them to write the certification exams for any of the three certifications following the module.

Learning Outcomes: By the end of the module, students will be expected to demonstrate a systematic understanding and a critical awareness of project management and its application to a range of project environments; critical evaluation of project management theories as they relate to practical application, including in consumer behaviour; The student will be able to understand and act upon the role of the project manager relative to project stakeholders; Students will achieve comprehensive knowledge and understanding of appropriate methods, tools, and techniques and their application for problem-solving and decision-making in project environments related to consulting work in consumer behaviour.

Innovation Case Studies

Objectives: The Case Studies lectures set the stage for each week of teaching and encourage student exposure to and interaction with the theory, culture, economics, technology, and economics of emerging innovations in industry and government. The case study format encourages active learning and allows the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice. Each week features a different topic so students gain in-depth knowledge of 10 innovation topics through weekly case study demonstration and critical analysis. In addition each case study features an industry guest speaker from industry, government, or non-profits discussing challenges related to a real-world implementation of the particular case study topic. In the example of data visualisation the guest might be the Digital Editor of the Telegraph Group discussing data visualisation challenges and opportunities related to the Telegraph coverage of the MP expenses scandal.

Assessment: A 1,500 word case study essay response to one of a choice of innovation case studies, and a 500-word innovation case study and a 1,500 word case study essay response to this case demonstrating a critical awareness of the wider practical and theoretical contexts of the innovation

themes introduced in the first and last five weeks of the course. Students will be expected to advance an argument in this essay regarding history, contemporary, and forecasted future developments of a particular aspect of the culture of innovation.

Learning outcomes: By the end of the module, students will be expected to: demonstrate a systematic understanding a variety of innovation approaches and challenges; translate conceptual and theoretical implications of innovation to practical applications; demonstrate a detailed understanding of current and future potential issues reshaping commercial and non profit practices; critically evaluate debates on the value and potential of intersections between disciplines and emerging innovation practices, particularly as these relate to transformation and change; demonstrate comprehensive knowledge of the challenges and opportunities for applying or piloting early stage digital, media, and marketing in commercial and non-profit organisations.

Research Design and Applied Statistics Objectives:

This course covers skills required for effective research design and analysis of data in work environments to enable inferences about cause and effect relationships. Students will also learn to critically evaluate the research appearing in academic and business literatures.

Outline Syllabus

Topics will include: Basic principles of research design, scientific method, role of theory, and ethics, Sample selection, data cleaning, data screening, descriptive statistics, Sampling distributions, estimation, hypothesis testing, statistical power, Association: correlation and covariance, Design of experiments: one way & two way ANOVA, contrasts, repeated measures, Regression: simple, multiple, logistic, time series, awareness of multi-level modelling, classical test theory, reliability, validity, factor analysis and item response theory, structural equation modelling, Introduction to data mining

Learning Outcomes (This section may be provided in the form of an additional sheet)

1. Demonstrate understanding of principles and ethics of research design and data collection.
2. Code and inspect data prior to analysis
3. Understand the meaning of statistical significance and probability in the context of hypothesis testing.
4. Awareness of algorithmic modelling techniques from data mining and machine learning
5. Select and use appropriate statistical procedures.
6. Present statistical results in an informative and understandable format.
7. Use of SPSS statistical software to deliver 2-6.
8. Critically evaluate research design and statistical analyses and be able to apply these skills in their own work.

Assessment

Summative Assessment: Learning outcomes will be assessed by two 2000 words research reports. Each research report assesses the skills and knowledge listed in the learning outcomes in two sections. In the first part, students will be required to demonstrate their understanding of the research design and its appropriateness for the assignment context. In the second part, students will be required to take a realistic dataset and analyse it using SPSS to answer the set research questions. The required written report is in the form of a detailed “methods and results section” from an academic journal article and so provides direct assessment of both research design and data analytic research skills.

Formative Assessment: The practical skills relating to a student’s ability to demonstrate the outcomes using SPSS (outcome 7) are assessed formatively through two practical seminars that put statistical theory into practice. In these two seminars, students individually work through and complete worksheet assignments under the direction of a tutor who acts as a facilitator by demonstrating some of the methods to the whole class and by responding to individual student queries and problems. In addition, the course will make use of online discussion forums on learn.gold where students can ask questions about the lectures and assignments that will be answered by members of staff.

Creating Customer Experiences objectives:

Based on a solid understanding of traditional customer relationship management and contemporary customer engagement theories, this module discusses the creation of customer experiences from two perspectives. First, the module will teach students how managers involve customers throughout the marketing process. Existing technology allows customers to participate in product design (e.g., online product customization), pricing (e.g., pay-what-you-want), and marketing communications (creation of viral online content). 3D printing may revolutionize the distribution of material goods, with customers designing products online and printing them at home. Virtual Reality will add further customer touch points to our existing marketing landscapes in the near future. Specifically, Virtual Reality has the potential to transform retail environments and create entirely new marketing communication channels. Furthermore, companies are increasingly engaging customers in brand building, especially via brand communities. The merits as well as the limitations of participative customer experiences will be discussed in this module. Also, the potential impact of other emerging technologies on the customer experience will be examined.

Second, this module focuses on customer involvement in the innovation process. Companies are increasingly involving customers directly in the development of novel products and services. On the one hand, this occurs via crowdsourcing efforts and product idea competitions. On the other hand, selected customers may work directly with engineers and managers during the innovation process. Furthermore, customers often innovate on their own, which is well-documented in the lead user and market creation literature. The module demonstrates how managers can create fertile grounds for successful customer co-creation of new products and services. Also, it will debate the value and limitations of customer engagement in companies' innovation efforts.

Learning Outcomes:

- Identify and create the conditions under which interactive, participative customer experiences are effective.
- Conceptualise interactive marketing landscapes and participative customer experiences with the potential for real-world applications.
- Manage brand communities effectively.
- Assess the value of customer contributions to the innovation process.
- Assess the impact of emerging technologies on interactive, participative marketing landscapes.

Assessment

The module will be assessed for 50% by a 2000 words report which is based on an applied project within the customer experiences domain. To achieve the other 50% of the grade, students will have to sit a one-hour exam (E) (which may be scheduled as part of a two hour exam with another module),

The assessment reflects the skills students will need to have learnt upon completion of the module (i.e. the learning outcomes). That includes analytical, theoretical, and written skills, reflected in the report, essay, and exam, as well as practical and project management skills, reflected in the group project and presentation.

Research Project Objectives:

To provide the opportunity to engage in the research process by undertaking a large empirical project that addresses specific research hypotheses.

Learning Outcomes:

To provide evidence of the ability (a) to formulate a research problem on the basis of a literature search; (b) to select an appropriate research design to address the research problem; (c) to collect reliable and valid data, and subject these data to appropriate statistical analysis; (d) to interpret the statistical results in the context of the research literature; (e) to produce and 10,000 word report in a format appropriate for publication, and (f) to produce a 500 word executive summary of the project.

Students undertake an independent piece of research related to Consumer Behaviour. The dissertation should be no longer than 10,000 words. Students will be allocated to an appropriate supervisor.

Five attributes of students' written work are considered when assigning marks on a 5-point scale (1 = poor; 5 = very good):

1. Answer. (Does the work answer the question or address the issue?)
2. Structure. (Is the general structure of the work coherent?)
3. Flow. (Does each statement follow sensibly from its predecessor?)
4. Argument. (Is there a convincing quality of argument in the work?)
5. Evidence. (Are claims supported by relevant evidence from the literature?)

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	In addition to the criteria for an excellent grade it will also have an exceptional or original line of argument that can be followed very easily.
70-79%	Distinction	<p>Overall the work shows evidence of rigorous analytical research in its conceptualisation; an excellent level of response to the set tasks; the conceptual coherency of the work is strong and ideas are researched and deployed within a clearly defined contextual framework. The work shows ample evidence of sustained academic enquiry, draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks;</p> <p>A mark of 70% - 79% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> 1. presents relevant and accurate material in the subject area and uses it to answer the question or address the issue comprehensively and critically 2. announces its structure at the start and stick closely to this announced structure 3. has relationships between statements that are very easy to recognise 4. gives wide-ranging and appropriate evidential support for claims that are made 5. is presented clearly and accurately, and has a substantial impact on the audience <p>The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>
60-69%	Merit	Overall evidence of a very good level of response to the set tasks; the conceptual coherency of the work is good and ideas are researched and evaluated within a defined contextual framework. The work shows evidence of sustained academic enquiry, draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks

		<p>A mark of 60% - 69% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> 1. presents relevant and accurate material in the subject area but fails to use it to answer the question or address the issue in a sufficiently critical manner 2. has a detectable structure which is adhered to for the most part 3. has relationships between statements that are generally easy to follow 5. has a good quality line of argument supports claims by reference to relevant literature 6. is presented clearly and adequately but not with a major impact <p>Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>
50-59%	Pass	<p>Overall mainly adequate level of response to the set task; the conceptual coherency of the work is largely adequate and ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework. The work shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed.</p> <p>A mark of 50% - 59% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> 1. presents largely relevant and accurate material in the subject area but fails to use it to critically address the question or the issue 2. has a structure, but one that is rather loose and unannounced 3. has relationships between statements that are sometimes hard to follow 4. has a fair quality line of argument (information drives argument, rather than other way round) 5. tends to make claims without sufficient supporting evidence 6. is presented with an adequate, but not substantial, clarity or impact <p>Within this category, the mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.</p>
30-49%	Fail	<p>Overall the work may not be without merit but not Masters standard. The concepts in question are realised inappropriately or under-developed. The work shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed.</p> <p>A mark of 30-49% is likely to be awarded to work that:</p>

		<ol style="list-style-type: none"> 1. fails to adequately address the topic or to answer the question, either by reproducing material that is only partly relevant, or by inaccurately reproducing material that is relevant, or by reproducing only a very small amount of relevant material. 2. lacks a clear structure or framework 3. has relationships between statements that are often difficult to recognise 4. has a poor quality line of argument 5. makes poor use of evidence to support most of the claims that are made 6. is presented without much impact <p>The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.</p>
10-29%	Bad fail	<p>Overall inadequate level of response to the set task; the work does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent. The range of sources in the work is very limited, there is little interpretation or analysis and it lacks breadth or awareness of a contextual framework.</p> <p>A mark close to 29% might be awarded to an answer that contains some indication that the student can recall something relevant to the question. 20% might be awarded to an answer that contains something that shows that the student has attended the relevant lecture module, even if there is little in the answer that is of direct relevance to the question. A 10% answer contains no evidence that the student knows anything from the literature that is relevant to the question. Little impact is shown in the group presentation.</p>
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

How the programme is structured

The Consumer Behaviour programme is comprised of four core modules (90 credits total), option(s) (30 credits) and a research dissertation (60 credits). These components have a collective value of 180 credits.

Core modules are organised within the IMS, but optional modules, with approval, may be taken outside of the IMS. Most core modules have a strong practical component.

All IMS lecturers on this programme have a strong research profile, which they bring to bear when presenting both the theoretical, technical, and applied components of Consumer Behaviour.

The following are compulsory modules:

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Consumer Behaviour	IM71007A	15	7	Core	1
Psychology of Marketing and Advertising	IM71008A	15	7	Core	2
Research Design and Applied Statistics	IM71011A	15	7	Core	1
Marketing Strategy	IM71033A	15	7	Core	2
Creating Customer Experiences	IM71015A	15	7	Core	1
Research Project/Dissertation	IM71000A	60	7	Core	1,2 and 3
Optional modules to the value of 45 credits, which may include the module below		45	7	Optional	1 and 2
Innovation Case Studies	IM71010A	15	7	Optional	1
Project Management	IM71002A	30	7	Optional	1

Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department has overall responsibility for student progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a programme of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and as new students join Goldsmiths through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning & teaching are able to be implemented at a department level

and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion & Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running the Gold Award Scheme and other co-curricular activities that are accredited via the higher education achievement award (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision throughout the year, which students can access directly at gold.ac.uk/eas/.

Links with employers, placement opportunities and career prospects

Goldsmiths, University of London has been producing graduates of consistently high calibre, including many who have become leaders in their respective industries of a number of countries. An active student alumni network supports MSc Consumer Behaviour. Understanding consumer choice and decision-making is perhaps the most sought after business knowledge in this modern era. There are now consumer psychologists and consultants who advise retailers on how to price and advertise their products and brands. Rooted in behavioural decision theory, consumer psychology and behaviour models dictate the design of TV adverts, marketing campaigns, price tags, cell phone plans, social media algorithms, and more.

Manufacturers and retailers invest a considerable amount of time and money in opportunities to differentiate their products, leverage brands, set strategic prices, and reduce the effectiveness of consumer search. From this perspective, theoretical and practical knowledge gained from a Consumer Behaviour masters provides an impeccable tool for a student in terms of career progression and employability.

Students from this programme may go on to writing important research articles on consumer behaviour, become Lecturers and Professors, set up companies, and work as consumer behaviour consultants for large organisations.

Consumer Behaviour meets the 'Goldsmiths Graduate Attributes (2012)' throughout all of its modules in the following respects: Thinking Critical and Analytical skills: A critical and analytical approach to consumer behaviour which may provide a unique knowledge and a rich source of information to any external organisation/individual interested in this area.

Adaptability: The module equips students with the skills and knowledge to search effectively and appropriately for data, information, knowledge, and wisdom, to be able to interpret, use, and be well aware of its potential relevance, reliability, and significance for marketing and advertising contexts.

Numeracy: The module provides students the statistical knowledge needed to analyse the information available to them through various media outlets and interpret and present the results in a way that may be commercially desirable.

Entrepreneurial Commercial awareness: The students are required to reflect upon the relevance of their written module work for commercial purposes. They are also asked to be explicit about their professional aspirations. By responding to these module criteria students connect up their research with the industry as well as identifying new opportunities to collaborate with marketing and advertising departments or agencies.

Computer literacy: Much of the students module work is computer-based (Five written and designed proposals). The students are therefore required to have skills in Microsoft Office as well as SPSS. The students are also asked to present their work using PowerPoint or Keynote. The students are also

required to sign up to our VLE.

Networking skills: Students are encouraged to nurture a postgraduate culture in the department. This is supported by staff through the development of shared modules and the opportunities to audit and undertake options across the programmes. The students also collaborate on group projects, group presentations, and tutorials. The students are also encouraged to form a team bond through out the year that emerges through in class group discussions, peer-to-peer feedback exercises and informal collaborations. The students are exposed a network of experts through the Distinguished Speakers Series which often provided students with internships and work opportunities. The students are also encourage to attend relevant events and conferences.

Initiative: Students are required to take initiative on all modules in the programme. In researching for the essays, which they undertake throughout the programme of study, initiative is encouraged in the process of searching for relevant research and literature to refer to in their essays. Most prominently, the students are required to identify a specific reader and context for their written project dissertation, which requires own initiative throughout the year, and enables students to test out their ideas through research design and analysis.

Negotiation skills: Negotiation skills are fostered by the group discussions in module seminars and tutorials and notably through the group project.

Interpersonal: The students develop their interpersonal skills largely through participating within lectures and in class discussions, as well as the group project. The students are also able to communicate with the module team and a range of visiting staff, alumni, and distinguished speakers in tutorials, speakers series, and workshop sessions.

Intrapersonal: The module enables students to self reflect, develop both technical and commercial skills, time management skills, and business skills. In addition, the final project teaches students to self-motivate and work prolonged periods with a task of interest, providing students with a greater understanding of their interests, their ability to manage their emotions, and their ability to plan ahead.

Presentation: Articulacy in written coursework, face-to-face discussion and in oral presentation is developed throughout the MSc module. Students explicitly learn about presentational knowing and are offered some tips in presentation skills towards their group project. Students regularly present their work to members of staff and other students.

The requirements of a Goldsmiths degree

Master's Degrees

All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points

Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification

There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: <http://www.gold.ac.uk/governance/studentregulations/>

Programme-specific rules and facts

Progression:

Students must pass each module on aggregate (i.e. the average of all pieces of coursework on a module must be greater than 50%).

Attendance is mandatory at all classes, and explanation for non-attendance should be communicated in advance wherever possible.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (<http://www.gold.ac.uk/quality/>).