

## **MSc Marketing & Consumer Behaviour**

### **Programme Specification**

**Awarding Institution:** University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Final Award:** MSc Marketing & Consumer Behaviour

**Programme Name:** MSc Marketing & Consumer Behaviour

**Total credit value for programme:** 180

**Name of Interim Exit Award(s):**

Postgraduate Certificate in Marketing & Consumer Behaviour

Postgraduate Diploma in Marketing & Consumer Behaviour

**Duration of Programme:** 1 year full-time, 2-years part time

**UCAS Code(s):**

**HECoS Code(s):**

**QAA Benchmark Group:**

**FHEQ Level of Award:** Level 7

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** October 2022

**Home Department:** Institute of Management Studies

**Department(s) which will also be involved in teaching part of the programme:** Not applicable

## **Programme overview**

The Goldsmiths MSc Marketing & 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 class or upper second class undergraduate degree, 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 programme director and/or the admissions tutor.

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.

## Programme learning outcomes

The defined learning outcomes are designed to meet the standards for a higher education qualification at level 7 on the FHEQ and SCQF (master's degree). Reaching these discrete learning objectives will enable students to synthesise theoretical/technical and applied knowledge from the behavioural sciences, in relation to marketing and consumer behaviour. This synthesis combines both subject-specific knowledge and generic applied skills.

Students exiting the programme with the *Postgraduate Certificate in Marketing & Consumer Behaviour* (core and optional modules to the value of 60 credits) should be able to:

## Knowledge and understanding

| Code | Learning outcome  | Taught by the following module(s)   |
|------|---|---|
| A1   | Critically evaluate the principles of traditional and modern consumer psychology. | Consumer Behaviour; Consumer Culture; Psychology of Marketing and Advertising |
| A2   | Critically evaluate the principles of traditional and modern consumer psychology. | Consumer Behaviour; Consumer Culture; Psychology of Marketing and Advertising |
| A3   | Critically evaluate the principles of traditional and modern consumer psychology. | Consumer Culture  |

## Cognitive and thinking skills

| Code | Learning outcome  | Taught by the following module(s)   |
|------|---|---|
| B1   | Critically evaluate academic research on traditional and modern approach to consumer behaviour. | Consumer Behaviour; Consumer Culture; Psychology of Marketing and Advertising |

## Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome  | Taught by the following module(s)   |
|------|---|---|
| C1   | Capability to interpret consumer behaviour, including irrational, or suboptimal consumer choices.   | Consumer Behaviour; Consumer Culture; Psychology of Marketing and Advertising |
| C2   | 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; Consumer Culture; Psychology of Marketing and Advertising |
| C3   | Develop an understand of ongoing issues and new developments in consumer behaviour.   | Consumer Behaviour, Consumer Culture; Psychology of Marketing and Advertising |

## Transferable skills (Elements)

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| 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                       |

In addition to the learning outcomes above, students exiting the programme with the *Postgraduate Diploma in Marketing & Consumer Behaviour* (core and optional modules to the value of 120 credits) should also be able to:

## Knowledge and understanding

| Code | Learning outcome  | Taught by the following module(s)   |
|------|---|---|
| A4   | 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                   |
| A5   | Critically evaluate various research methods, from attitudinal (consumer surveys) to biological (fMRI scans) approaches and understand the benefits and shortcomings of each. | Consumer Behaviour; Consumer Culture; Psychology of Marketing and Advertising |
| 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                   |

## Cognitive and thinking skills

| Code | Learning outcome   | Taught by the following module(s)                         |
|------|--|---|
| 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. | Consumer Culture; Psychology of Marketing and Advertising |

## Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome   | Taught by the following module(s)   |
|------|--|---|
| C4   | Evaluate online resources and new technology used in consumer research and assess the validity and reliability of these methods. | Research Design and Applied Statistics; Psychology of Marketing and Advertising |

## Transferable skills (Elements)

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| 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                       |

In addition to the learning outcomes above, students who successfully complete the programme (core plus optional modules and research dissertation, totalling up to 180 credits) are awarded the *MSc in Marketing & Consumer Behaviour* and will be able to:

## Knowledge and understanding

| Code | Learning outcome  | Taught by the following module(s)   |
|------|---|---|
| A9   | Understand how research is designed, conducted, and data analysed, and ethical concerns in assessing consumer attitudes and behaviours. | Research Design and Applied Statistics                                      |
| A10  | 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

| Code | Learning outcome  | Taught by the following module(s)      |
|------|---|--|
| B3   | 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 |
| B4   | Critical evaluation of customer relationship management.  | Creating Customer Experiences          |

## Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome  | Taught by the following module(s)      |
|------|---|--|
| C5   | Conduct an independent piece of research relevant to consumer behaviour, broadly defined  | Research Project                       |
| C6   | Use a variety of techniques to capture consumer related information, including attitudes and behavioural patterns.                            | Research Design and Applied Statistics |
| C7   | 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 |

## Transferable skills (Elements)

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| 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                       |

## Grading Criteria

| Mark    | Descriptor                | Specific Marking Criteria  |
|---------|---------------------------|--|
| 90-100% | Distinction (Exceptional) | The work exceeds what is expected for an excellent grade with regards to (nearly) all of the five criteria mentioned above.  |
| 80-90%  | Distinction (Outstanding) | The work exceeds what is expected for an excellent grade with regards to several of the five criteria mentioned above.   |
| 70-79%  | Distinction (Excellent)   | <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"> <li>1. presents relevant and accurate material in the subject area and uses it to answer the question or address the issue comprehensively and critically</li> <li>2. announces its structure at the start and stick closely to this announced structure</li> <li>3. has relationships between statements that are very easy to recognise</li> </ol> |

| Mark   | Descriptor | Specific Marking Criteria   |
|--------|------------|---|
|        |            | <ol style="list-style-type: none"> <li>4. gives wide-ranging and appropriate evidential support for claims that are made</li> <li>5. is presented clearly and accurately, and has a substantial impact on the audience</li> </ol> <p>The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>  |
| 60-69% | Merit      | <p>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> <p>A mark of 60% - 69% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>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</li> <li>2. has a detectable structure which is adhered to for the most part</li> <li>3. has relationships between statements that are generally easy to follow</li> <li>4. has a good quality line of argument supports claims by reference to relevant literature</li> <li>5. is presented clearly and adequately but not with a major impact</li> </ol> <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;</p>  |



| Mark   | Descriptor | Specific Marking Criteria   |
|--------|------------|---|
|        |            | <p>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"> <li>1. presents largely relevant and accurate material in the subject area but fails to use it to critically address the question or the issue</li> <li>2. has a structure, but one that is rather loose and unannounced</li> <li>3. has relationships between statements that are sometimes hard to follow</li> <li>4. has a fair quality line of argument (information drives argument, rather than other way round)</li> <li>5. tends to make claims without sufficient supporting evidence</li> <li>6. is presented with an adequate, but not substantial, clarity or impact</li> </ol> <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"> <li>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.</li> <li>2. lacks a clear structure or framework</li> <li>3. has relationships between statements that are often difficult to recognise</li> <li>4. has a poor quality line of argument</li> </ol>                                  |

| Mark   | Descriptor                    | Specific Marking Criteria  |
|--------|-------------------------------|--|
|        |                               | <p>5. makes poor use of evidence to support most of the claims that are made</p> <p>6. is presented without much impact</p> <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   |

## Programme structure

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

Compulsory modules are organised within the IMS, but optional modules, with approval, may be taken outside of the IMS. Most compulsory 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 marketing and consumer behaviour.

## Mode of study

### Full-time mode

| Module Title   | Module Code | Credits | Level | Module Status | Term       |
|--|-------------|---------|-------|---------------|------------|
| Consumer Behaviour   | IM71007A    | 15      | 7     | Compulsory    | 1          |
| Psychology of Marketing and Advertising  | IM71008A    | 15      | 7     | Compulsory    | 2          |
| Research Design and Applied Statistics   | IM71011A    | 15      | 7     | Compulsory    | 1          |
| Marketing Strategy   | IM71033A    | 15      | 7     | Compulsory    | 1          |
| Creating Customer Experiences  | IM71015A    | 15      | 7     | Compulsory    | 2          |
| Consumer Culture   | IM71        | 15      | 7     | Compulsory    | 1          |
| Research Project   | IM71000A    | 60      | 7     | Compulsory    | 1, 2 and 3 |
| Optional modules to the value of 30 credits, which may include the modules listed below (a complete list will be updated annually and provided to students): | Various     | 30      | 7     | Optional      | 1 and 2    |
| Innovation Case Studies  | IM71010A    | 15      | 7     | Optional      | 1          |
| Project Management   | IM71002A    | 30      | 7     | Optional      | 1          |
| Technological Innovation and Market Creation   | IM71051A    | 15      | 7     | Optional      | 1          |
| Digital Marketing and Branding   | IM71047A    | 15      | 7     | Optional      | 2          |
| Marketing Analytics  | IM71048B    | 15      | 7     | Optional      | 2          |

## Part-time mode

### Academic year of study 1

| Module Title  | Module Code | Credits | Level | Module Status | Term    |
|---|-------------|---------|-------|---------------|---------|
| Consumer Behaviour  | IM71007A    | 15      | 7     | Compulsory    | 1       |
| Psychology of Marketing and Advertising   | IM71008A    | 15      | 7     | Compulsory    | 2       |
| Marketing Strategy  | IM71033A    | 15      | 7     | Compulsory    | 1       |
| Creating Customer Experiences   | IM71015A    | 15      | 7     | Compulsory    | 2       |
| <a href="#">Consumer Culture</a>  | IM71        | 15      | 7     | Compulsory    | 1       |
| Optional modules to the value of 15 or 30 credits, which may include the modules below: (a complete list will be updated annually and provided to students) | Various     | 30      | 7     | Optional      | 1 and 2 |
| Innovation Case Studies   | IM71010A    | 15      | 7     | Optional      | 1       |
| Project Management  | IM71002A    | 30      | 7     | Optional      | 1       |
| Technological Innovation and Market Creation  | IM71051A    | 15      | 7     | Optional      | 1       |
| Digital Marketing and Branding  | IM71047A    | 15      | 7     | Optional      | 2       |
| Marketing Analytics   | IM71048B    | 15      | 7     | Optional      | 2       |

### Academic year of study 2

| Module Title                           | Module Code | Credits | Level | Module Status | Term |
|--|-------------|---------|-------|---------------|------|
| Research Design and Applied Statistics | IM71011A    | 15      | 7     | Compulsory    | 1    |

| Module Title  | Module Code | Credits | Level | Module Status | Term       |
|---|-------------|---------|-------|---------------|------------|
| Research Project  | IM71000A    | 60      | 7     | Compulsory    | 1, 2 and 3 |
| Optional modules to the value of 15 or 30 credits (depending on choice in Year 1), which may include the modules below: (a complete list will be updated annually and provided to students) | Various     | 30      | 7     | Optional      | 1 and 2    |
| Innovation Case Studies   | IM71010A    | 15      | 7     | Optional      | 1          |
| Project Management  | IM71002A    | 30      | 7     | Optional      | 1          |
| Technological Innovation and Market Creation  | IM71051A    | 15      | 7     | Optional      | 1          |
| Digital Marketing and Branding  | IM71047A    | 15      | 7     | Optional      | 2          |
| Marketing Analytics   | IM71048B    | 15      | 7     | Optional      | 2          |

## Academic support

Support for learning and wellbeing is provided in a 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.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year 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 provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students 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 and 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 [Disability](#) and [Wellbeing](#) Services maintain caseloads 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 Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year

## **Placement opportunities/Employability and potential career opportunities**

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 the MSc Marketing & 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 Marketing & 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.

The Msc Marketing & Consumer Behaviour meets the Goldsmiths Graduate Attributes throughout all of its modules in the following respects: Thinking Critical and Analytical skills: A critical and analytical approach to marketing and 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 throughout the year that emerges through in class group discussions, peer-to-peer feedback exercises and informal collaborations. The students are exposed to experts through guest lectures which often provided students with internships and networking 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.

## **Programme-specific requirements**

Not applicable

## **Tuition fee costs**

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

## **Specific programme costs**

Not applicable