

SQA Advanced Unit Specification

General information for centres

Unit title: Consumer Behaviour and the Marketing Process

Unit code: HT3N 47

Unit purpose: This Unit is designed to enable the candidate to analyse the influences of consumer behaviour on the marketing process. It is intended for candidates who have no previous knowledge of psychological and sociological theory and will introduce them to the major relevant influences from those disciplines that marketing professionals must consider when making decisions.

On completion of the Unit the candidate should be able to:

1. Analyse the psychological factors influencing consumer behaviour.
2. Analyse the sociological factors influencing consumer behaviour.

Credit value: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre, but it would be beneficial if the candidate had competence in communications. This may be demonstrated by possession of the Core Skill Communication at SCQF level 5.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Context for delivery: If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This Unit may also be offered as part of other SQA Advanced Programmes.

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Assessment: In order to pass this Unit, candidates must provide sufficient evidence that they have satisfied the minimum evidence requirements for each Outcome:

Outcome 1: Analyse the psychological factors influencing consumer behaviour

Outcome 2: Analyse the sociological factors influencing consumer behaviour

Both learning Outcomes will be assessed together.

Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Analyse the psychological factors influencing consumer behaviour

Knowledge and/or skills

- ◆ Classical and operant conditioning
- ◆ The perception process
- ◆ Motivation models underpinning qualitative and quantitative marketing research

Evidence requirements

To achieve this Outcome each candidate must provide evidence which demonstrates his/her knowledge and/or skills.

Each candidate must provide evidence to show that he/she can:

- ◆ Identify and describe appropriate classical and operant conditioning theories
 - *Pavlovian classical conditioning*
 - *Thorndyke's law of effect*
 - *Skinner's operant conditioning*
- ◆ Explain the perception process
 - *difference between sensation and perception*
 - *organisation of perception*
 - *shifting perception*
 - *illusions*
 - *surrogate indicators*
- ◆ Analyse motivation models underpinning qualitative and quantitative marketing research
 - *Maslow's hierarchy of needs*
 - *Freud's dynamic model*

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Assessment guidelines

This Outcome will be assessed by a set of structured questions based on a case study or other piece of stimulus material. The case study/stimulus material should encourage the candidate to relate the theory of consumer behaviour to a business situation and, in so doing, it should be possible to generate evidence which indicates that the candidate understands the nature and purpose of marketing.

The same case study/stimulus material will be used in the assessment of Outcome 2.

A case study of a well known marketing brand with distinct UK cultural values should be used in a holistic manner that will allow the candidate to demonstrate that they can provide written evidence that they have the underpinning knowledge gained from Outcome 1.

The candidate should draw on his/her knowledge gained from Outcome 1 and apply this to the psychological principles that have been used successfully by the brand. The candidate must be explicit in linking the theory learned with the concepts evident in the brand's marketing strategy and they must justify this from the case study.

The candidate will not have advance knowledge of the case study and will undertake the assessment in an open book situation. The candidate will be allowed to bring with them material from class work as well as any approved research material they gained as a result of work done as part of the course. They will also be allowed any approved text books they may wish to use for reference purposes.

This situation is desirable so that the candidates are aware that they are being tested on the **application** of the behavioural sciences to marketing and not the **replication** of work carried out in class. The evidence provided should allow the assessor to ascertain whether or not the candidate can meet the learning Outcomes by analysing the influences on consumer behaviour from a marketing perspective.

As the learning Outcome is being assessed in a holistic manner it is not necessary for the candidate to provide evidence of all areas of knowledge and skills. It is suggested that the assessment should be designed in such a way as to allow the assessor the opportunity to sample only parts of the course work but still be satisfied that the candidate has a sound understanding of the whole subject.

It is not necessary for a candidate to provide evidence for every single item listed in the evidence requirements.

Sampling will allow alternative questions to be asked with the same case study material for a second opportunity. For example, in the first instance the candidate may be asked to establish whether or not operant conditioning has been used in the marketing strategy whereas in a second opportunity the candidate may be asked whether or not this is an example either of cognitive or associative learning. Each question, however, will allow the assessor to establish whether or not the candidate has a clear understanding of learning theory.

As well as changing questions based on the same case study, the different sets of questions may also be applied to different case studies that still conform to the earlier agreed

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specification. The candidate will produce a report on the brand, with a suggested length of 600–800 words, elicited from 3 structured questions but the final decision regarding the number of questions is at the discretion of the centre.

It is suggested that candidates should be given two hours to complete the assessment. This is only an approximate figure and it need not be adhered to as rigidly as in a formal examination situation. The time allowed is merely indicative as it is accepted that some candidates may require a little longer to complete the assessment. A flexible and pragmatic approach is encouraged and any additional time given to a candidate is at the discretion of the centre.

It is recommended that the knowledge and/or skills be sampled for evidence requirements and that a minimum of 3 items be sampled from this Outcome.

Outcome 2

Analyse the sociological factors influencing consumer behaviour

Knowledge and/or skills

- ◆ Types of groups
- ◆ Group processes
- ◆ Role theory
- ◆ Status
- ◆ Culture and sub – cultures
- ◆ Attitudes

Evidence requirements

To achieve this Outcome each candidate must provide evidence which demonstrates his/her knowledge and/or skills.

Each candidate must provide evidence to show that he/she can:

- ◆ Identify the main types of groups
 - *reference groups*
 - *primary/secondary groups*
- ◆ Explain the main group processes
 - *conformity*
 - *deviance*
- ◆ Describe effects of role theory
 - *inter role conflict*
 - *intra role conflict*
- ◆ Identify the causes of status
 - *income*
 - *employment*
 - *ethnicity*

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- ◆ Explain the effects of culture and sub cultures
 - *cultural values*
 - *sub cultures as components*

- ◆ Identify the components of attitudes
 - *cognitive*
 - *affective*
 - *conative*

Assessment guidelines

This Outcome will be assessed by a set of structured questions based on a case study or other piece of stimulus material. The case study/stimulus material should encourage the candidate to relate the theory of consumer behaviour to a business situation and, in so doing, it should be possible to generate evidence which indicates that the candidate understands the nature and purpose of marketing.

The same case study/stimulus material will be used in the assessment of Outcome 1.

A case study of a well known marketing brand with distinct UK cultural values should be used in a holistic manner that will allow the candidate to demonstrate that they can provide written evidence that they have the underpinning knowledge gained from Outcome 2.

The candidate should draw on his/her knowledge gained from Outcome 2 and apply this to the sociological factors that have been used successfully by the brand. The candidate must be explicit in linking the theory learned with the concepts evident in the brand's marketing strategy and they must justify this from the case study.

The candidate will not have advance knowledge of the case study and will undertake the assessment in an open book situation. The candidate will be allowed to bring with them material from class work as well as any approved research material they gained as a result of work done as part of the course. They will also be allowed any approved text books they may wish to use for reference purposes.

The candidate will produce a report on the brand with a suggested length of 600–800 words that covers the evidence requirements of Outcome 2.

It is recommended that the knowledge and/or skills be sampled for evidence and that a minimum of 3 items be sampled from this learning Outcome.

This situation is desirable so that the candidates are aware that they are being tested on the **application** of the behavioural sciences to marketing and not the **replication** of work carried out in class. The evidence provided should allow the assessor to ascertain whether or not the candidate can meet the learning Outcomes by analysing the influences on consumer behaviour from a marketing perspective.

As the Outcomes are being assessed in a holistic manner it is not necessary for the candidate to provide evidence of all areas of knowledge and skills. It is suggested that the assessment

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should be designed in such a way as to allow the assessor the opportunity to sample only parts of the course work but still be satisfied that the candidate has a sound understanding of the whole subject.

It is not necessary for a candidate to provide evidence for every single item listed in the evidence requirements. It is suggested that there should be a minimum of 3 items sampled from each learning Outcome and that this should be sufficient for the assessor to establish a whether or not the candidate has a clear understanding of the purpose of the Unit.

Sampling will allow alternative questions to be asked with the same case study material for a second opportunity. For example, in the first instance the candidate may be asked to establish whether or not operant conditioning has been used in the marketing strategy whereas in a second opportunity the candidate may be asked whether or not this is an example either of cognitive or associative learning. Each question however will allow the assessor to establish whether or not the candidate has a clear understanding of learning theory.

As well as changing questions based on the same case study, the different sets of questions may also be applied to different case studies, which still conform to the earlier agreed specification. It is envisaged that that the expected response in the assessment would be between 600-800 words elicited from 3 structured questions, but the final decision regarding the number of questions is at the discretion of the centre.

It is suggested that candidates should be given two hours to complete the assessment. The time allowed is merely an approximate figure and it need not be adhered to as rigidly as in a formal examination situation. The time allowed is merely indicative as it is accepted that some candidates may require a little longer to complete the assessment. A flexible and pragmatic approach is encouraged and any additional time given to a candidate is at the discretion of the centre.

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Administrative information

Unit code: HT3N 47

Unit title: Consumer Behaviour and the Marketing Process

Superclass category: PK

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History of changes:

Version	Description of change	Date

Source: SQA

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Unit specification: support notes

Unit title: Consumer Behaviour and the Marketing Process

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The Unit is designed to provide candidates with a basic knowledge and understanding of the influences of the behavioural sciences on the marketing process. The Unit is suitable for inclusion in a number of Group Awards and SQA Advanced frameworks. Where it is considered a core Unit, it should be offered at an early stage of the programme. It may also be offered towards the end of other programmes as an optional Unit for candidates who have studied a wide selection of other Units as part of their SQA Advanced programme.

Guidance on the delivery and assessment of this Unit

Key aims of using a holistic approach to the Unit:

- Candidates will be able to understand the varying influences on marketing strategies of the behavioural sciences;
- Candidates will be able to place the marketing process in a behavioural context.

The content of the Unit is designed to allow the teaching of the Unit to be slanted towards different client groups. For example, if the Unit were to be delivered as part of a day release programme then the case study could be designed to reflect their occupational backgrounds in order to deepen the quality of learning experience enjoyed by the candidates.

Current examples of product developments in marketing such as new launches or brand re-naming could be used in the case study. Also candidates should be encouraged to gather information on any current marketing activities that could be referred to as part of the teaching process.

Where appropriate, candidates should be made aware of the rapid growth and on-going development of digital marketing and the impact that this is having on consumer behaviour eg increase in digital buying; wide range of digital communications techniques etc.

The recommended structure of the Unit should be:

Outcome 1: 40%

Outcome 2 40%

Preparation for assessment, revision and assessment: 20%

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It is also important to consider that few candidates will have met the behavioural sciences previously and that the Unit should be viewed as an introduction to the disciplines. The Unit must stand alone for and give candidates an understanding of the subject as a whole, but it must also serve as a stepping stone for additional behavioural Units such as Buyer Behaviour, as well as part of the articulation process for Higher Education and degree programmes with behavioural subjects as part of their degree programmes.

Open learning

If this Unit is delivered by open or flexible learning, additional resources and materials will be required for candidate support, assessment and quality assurance. For further information and advice please refer to the SQA document *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001 – publication code A1030).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

General information for candidates

Unit title: Consumer Behaviour and the Marketing Process

The Unit introduces you to study of the behavioural sciences in a marketing context and provides an introduction to major psychological and sociological theories that have had an influence on marketing.

You will consider these theories and apply them to a well known marketing brand and understand how marketing decisions must always consider the behaviour of individual consumers as well as the effects of society in a wider context. For example, you will see when products are branded, that they use basic learning principles from psychological theory. Also when products are being launched, you will see how the demographics of the target market are often defined by a wider social context through acknowledging the effects of factors such as gender and class.

Once you have learned about these theories, you will be asked to look at a case study for a well-known marketing brand and you will be asked to consider how the theories have been put in to practice by the brand. This will allow you to have experience of linking theory to an actual marketing situation.

Once you have completed the Unit, you will be able to explain the importance of the behavioural sciences to marketing.

The Unit also aims to stimulate an interest in human behaviour and allow you to consider other areas of study within this context. It will give you a solid grounding in the behavioural sciences and allow you to view marketing in a behavioural framework.