ANNEX 2 – MODULE DESCRIPTION

Module Title	Consumer Behaviour in the Hospitality and Tourism Industry				
Module Code	HTL-242				
Module Type	Compulsory				
Level	Undergraduate				
Year/Semester	Year 2/Semester 4				
Instructor's Name	**TBA**				
ECTS	6	**Lectures/week**	3 academic hours	**Laboratories/week**	N/A
Module Overview	**Aim:** The behavior of consumers is a fundamental aspect in understanding the nature of tourism and hospitality business as a whole. Additionally, the understanding of consumer behavior is imperative for creating the conditions for positive and satisfactory consumer experiences as well as formulating successful marketing strategies. This module provides students with opportunities to develop their understanding of key aspects and strategic implications of consumer behavior. **Objectives:** ▪ Describe the collection and processing of information as well as the assessment of alternatives to the consumer's purchasing decision. ▪ Explain and interpret various types of purchasing behaviour. ▪ Describe the process followed by consumers to make a purchasing decision. ▪ Analyze the cultural, social, personal and psychological factors that influence consumer purchasing decisions. ▪ Describe the socio-cultural effects on consumers' buying behaviour. ▪ Develop the model of the purchasing process and analyze its components in-depth. ▪ Analyze issues related to market segmentation and targeting segments. ▪ Describe the role of customer satisfaction through quality, service and value.				
Learning Outcomes	Upon successful completion of the module, students should be able to: ▪ Understand the key concepts and theories of consumer behavior in the context of the hospitality and tourism industry, considering the principles of sustainable development. ▪ Analyze the impact of consumer behavior on sustainable tourism practices, including responsible consumption, environmental conservation, and cultural preservation.				

	▪ Evaluate the factors influencing consumer decision-making processes in the hospitality and tourism industry, considering social, cultural, economic, and environmental factors. ▪ Examine the role of marketing and advertising strategies in shaping consumer behavior in the hospitality and tourism industry, promoting sustainable products and experiences. ▪ Explore the influence of cultural diversity, social inclusion, and gender equality on consumer behavior in the hospitality and tourism industry. ▪ Develop skills in conducting consumer research and market analysis to identify consumer trends, preferences, and behaviors in the context of sustainable tourism practices. ▪ Evaluate contemporary issues that affect consumer behaviour such as environmental awareness, the role of technology in shaping consumer behaviour etc.		
Prerequisites	N/A	**Required**	None
Module Content	Session 1	Introduction to consumer behaviour The History of tourist behaviour The main concepts and models in tourist behaviour The purchase-decision process Motivators Determinants Models of the purchase decision-making process Typologies of tourist behaviour and segmentation of the tourism market Personal, socio-cultural, psychographic and occasional factors that influence consumer behaviour The nature of demand in different segments of the tourism market Consumer behaviour and purchase experiences in the different sectors of tourism The marketing mix and tourist behaviour Researching tourist behaviour Consumer behaviour in the digital era The role of information and communication technologies in tourism Climate change, sustainability and tourist behaviour The global pattern of tourism demand	

Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples, critical debate and evaluation
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter
Bibliography	Required	▪ Horner, S., Swarbrooke, J., 2020. *Consumer Behaviour in Tourism. 4th Edition*, Routledge. ▪ Dixit, S., K., 2017. *The Routledge Handbook of Consumer Behaviour in Hospitality and Tourism 1st Edition*, Routledge.
	Recommended	▪ Mothersbaugh, D., Hawkins, D., 2019. *ISE Consumer Behaviour: Building Marketing Strategy*, McGraw-Hill Education. ▪ Fyall, A., Legohérel, P., Frochot, I. & Wang, Y., 2019. *Marketing for Tourism and Hospitality: Collaboration, Technology and Experiences 1st Edition,* Routledge.
Language of Instruction	English	
Assessment	The assessment of students is made up of two components: ▪ continuous assessment (40 marks) ▪ final written exam (60 marks) The 40 marks of the continuous assessment are allocated as follows: ▪ the midterm exam (20 marks), ▪ attendance (5 marks), ▪ 2 assignments/projects (15 marks) The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a module taught in the current semester. The final mark for each module is the sum of the continuous assessment mark and the final written exam. Continuous Assessment + Final Exam = 100 marks 40 marks + 60 marks = 100 marks **THE PASSING MARK FOR EACH MODULE IS 50/100**	

Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	
	81 - 83	
Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	
	66 - 70	
Satisfactory	61 - 65	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and

		data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.