

MA Luxury Brand Management

2023-24

Programme
specification
document



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1. Programme Overview	
Full programme/award title(s)	MA Luxury Brand Management
Short programme title	MALBM
Fees	Please see the tuition fees on the Regent's University London website (https://www.regents.ac.uk/admissions/tuition-fees)
Location of study	Regent's Park campus
Awarding institution	Regent's University London
Institution regulated by:	Office for Students, Quality Assurance Agency
Programme entry points	September, January
Date of (re)validation	November 2019
Validated until	September 2024
Framework for Higher Education Qualification level of final award	Level 7
Number of credits in award	180 Credits
UCAS code	N/A
Underpinning QAA subject benchmark statements	QAA Framework for Higher Education Qualifications. QAA for Masters Awards in Business & Management (2015) SEEC Level Descriptors
Other external and internal references	Regent's University London Academic Regulations Regent's University London Learning, Teaching and Assessment Strategy 2015-2020
Professional, statutory or regulatory body recognition/accreditation	Chartered Management Institute (CMI Level 7 Diploma in Strategic Management and Leadership)
Mode of study (Full Time / Part Time)	Full Time
Language of study	English
Minimum / Maximum duration of programme for each mode of study	Part time: N/A Full time: Students may start the programme in either January or September. If you begin in September, the programme is 12 months, while a programme starting in January will last for 16 months. Minimum: 1 year Maximum: 3 years
Date of production / revision of this programme specification	August 2023

2. Why study this programme?

We want to make sure that you have chosen the right programme to study and that you are excited

about studying your programme at Regent's.

Luxury as a concept has evolved over time: historically, there were rules and there were limited numbers of consumers who could match desire with demand. Today, 'luxury is no longer a small sector, aimed only at the happy few' (Kapferer and Bastien, 2009).

At Regent's you will be challenged on different interpretations of luxury and confronted with issues such as heritage vs contemporary luxury brands, redefining craftsmanship in today's markets and how desirability, a concept that was a cornerstone of luxury branding, is now often perceived as being largely subjective and elusive.

The Regent's MA Luxury Brand Management was the first programme of its kind in the UK and celebrated 10 years in 2020. Over the past decade, our faculty has kept abreast of all the changes in the luxury industry and our teaching is informed by research on current trends and constant interaction with UK and international brands.

Maintaining a luxury brand or business requires a keen sense of strategy, and the ability to attract and inspire customers. This programme will prepare you for an exciting career at a prestigious brand or give you the confidence and insight to establish one of your own.

You will cover the broad spectrum of luxury businesses, from fashion to hospitality. Our staff have years of experience working in these fields, training at top hotel schools and advising leading international brands.

There is no better place to learn about luxury than London. Our campus is located in 11 acres of private gardens in Regent's Park and is on the doorstep of some of the world's most exclusive brands and businesses. As part of the programme, you'll learn from some of the leading industry professionals, through guest lectures and trips to thriving businesses.

At the heart of a successful luxury brand is a successful business. Our programme will hone your management skills, and boost your confidence in areas such as marketing, strategy, research, leadership and teamwork.

You'll discuss the history and dynamics of the industry and learn how businesses establish their brand image. There's also a strong focus on practical work. You'll be tasked with developing a business over a four-day period, delving into finances, design and exploring the market.

Your final project will either be a Dissertation or a Live Business Project addressing an industry issue. You'll also have the chance to plan a New Venture start-up, researching markets, location and costs, and presenting your findings.

The programme includes a study trip in the UK or abroad where you will experience luxury directly. You will interact with brands and brand managers and will meet entrepreneurs and experts as well as visit manufacturing facilities and workshops.

The programme is accredited by the Chartered Management Institute (CMI). If you choose to join as student members of the Institute (students have specific period to register), upon successful completion of the mapped modules within the MA Luxury Brand Management programme, you will receive a CMI Level 7 Diploma in Strategic Management and Leadership, subject to CMI moderation.

Regent's is a member of Walpole, the official sector body for over 250 luxury brands <https://www.thewalpole.co.uk>. Students on the programme benefit from selected Walpole events and contact with British luxury brands members of the society.

3. Programme aims and objectives

This is a guideline to the main features of the programme. It includes the overall aims and objectives and what you might achieve and be able to demonstrate if you take full advantage of the learning opportunities provided.

The programme aims to prepare you as a highly effective manager within the luxury sector by:

- Covering the key contemporary areas of study and research that are core to managing luxury brands
- Promoting critical and reflective debate around the current discourse in the management of luxury brands, their design and operation, how they are marketed and managed, and how luxury relates to contemporary and ethical issues
- Teaching and learning that facilitates a transformative personal and professional process, requiring self-direction, personal responsibility, initiative, independence and ethical awareness
- Establishing an analytical research-based approach within an international context synonymous with luxury brands, while initiating learning that is managed and owned by students through individual and group-based activity
- Translating theory into practice by presenting current empirical research (e.g. cases, articles, fieldwork) to enhance managerial knowledge and skills appropriate to general management and specifically luxury brand management
- Providing a portfolio of relevant knowledge, attributes and skills that contribute to meeting the needs of potential managers and leaders working within the luxury sector
- Enabling students to carry technical mastery and relevant knowledge into their careers
- Developing students' ability to analyse critically, so that they may make innovative and strategically sound decisions
- Enabling students to achieve technical mastery of high-level transferable skills.

Outcomes-based learning

Like all degree programmes at Regent's University London, the MALBM is based on outcomes-based learning. This divides educational activity into categories of knowledge and ability that consist of specific areas that a student should know and apply upon completion of the programme.

Each outcome is assessed at various points during the programme, and you will be advised in advance of exactly which learning outcomes are being assessed, as well as how and why. These specific learning outcomes are shown in Section 5. For example, an essay may be set in order to assess your knowledge and understanding of the chief theories pertaining to a particular subject area (Programme Learning Outcome A1) and your cognitive skills in evaluating how applicable those theories are in a given practical situation (Programme Learning Outcome B1).

Qualities, skills and capabilities profile

To fulfil the programme outcomes satisfactorily, students are required to achieve high levels of accomplishment by exercising a wide range of intellectual, practical and personal skills in a mature, balanced, independent and productive way.

Benchmarking of outcomes

The programme design and expected learning outcomes are based on the QAA and SEEC credit level descriptors for master's level (FHEQ Level 7) for knowledge and skills, plus the QAA Subject Benchmark for master's programmes in business and management.

Prospective careers

You will be taught to understand the culture and practices of international luxury businesses. Our students graduate with the confidence and insight to pursue management roles in the industry. Alumni have secured roles in PR, brand management, hospitality, marketing and advertising. Some have started their own businesses. MALB alumni are working at prestigious companies such as:

- Rolex
- Condé Nast
- Estée Lauder
- Guerlain
- Hermès
- PUIG
- L'Oréal
- Maybourne Hotel Group

4. Programme structure

This is a guide to the overall structure of your programme, mandatory elements, modules, term dates and periods of assessment.

An overview of programme elements

	Semester 1	Semester 2	Semester 3
Academic Elements	Fundamentals of Luxury Management	Specialisation in Luxury and Luxury sectors	Projects and dissertations
Experiential Elements	FieldTrips 5 day immersion Simulations Guest speakers	Fieldtrips 5 day immersion Simulations Guest Speakers	Internship Luxury sector mentors
Career & Personal Development	Master classes Skills workshops	Master classes Skills workshops Internship scouting	Alumni events – networking

You will normally complete the MALBM over three terms. Depending on the point of entry (September or January), it can take between 12-16 months to complete the course (12 months for a September starter and 16 months for a January starter). To ensure balance, September starters also have the option to extend their learning period to 16 months.

You will receive guidance and instruction through lectures, seminars, etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in the section below. On a postgraduate degree programme, you can usually expect to study 180 credit per level (or year), with no more than 80 credits per term.

As the programme is assessed by 100% coursework, you will be assessed continually throughout your programme.

Normal teaching hours take place Monday – Friday 09.00 – 19.00/ Two exceptions are:

- In the spring term when LBM718 Strategic Management of a Luxury Business students will be formed into business teams (selected by the tutor) and undertake a weekend concentrated business simulation. This is a core module and is mandatory. Successful completion of this module gives the student membership of the Chartered Management Institute. You will be informed of the location and dates.
- The study trip which will entail travel and company visits. Any further visits will be announced by the specific module leaders.

LBM732 Luxury Brand Capstone Project

You will undertake ONE of the following capstones:

1) Dissertation

The dissertation is a major research-based activity centred on concepts that have been studied in the core and specialist modules. You will develop your ideas and focus on the research not only from the perspective of core knowledge but also from personal experience/research and existing or newly developed interests in the field.

2) Live Business Project

The Live Business Project is a major consulting- based activity, through which you critically evaluate a live business issue that is relevant to an organisation within the luxury sector, providing viable recommendations that could be acted upon. You could work in collaboration with an organisation or independently. You will develop your ideas and focus on the research not only from the perspective of core knowledge but also from personal experience/research and existing or newly developed interests in the field.

3) New Venture Start-Up Project

The New Venture Start-Up Project is a major research-applied based activity, through which students build, from conception, a new venture within the luxury sector. You will develop your ideas and focus on the research not only from the perspective of core knowledge but also from personal experience/research and existing or newly developed interests in the field.

All three of these projects underpin the philosophical aims of the MALBM, as well as being the most important component (worth 60 credits). While being guided and supervised by an appropriate member of staff it is your own responsibility to meet the required standard for the capstone project by:

- Learning, developing and applying specialised knowledge of the chosen topic
- Carrying out a literature review or situational analysis
- Constructing a hypothesis and/or research questions or projects aims and objectives
- Controlling the design and planning of the research through feasibility studies
- Undertaking qualitative and/or quantitative data gathering, description, analysis and interpretation as appropriate
- Delivering the final project to the expected Level 7 standard.

In accordance with the QAA Framework for Higher Education Qualifications, studying at Master's level at Regent's University London requires students to shift their emphasis from passive to active learning; from relying on judgments of others to forming personal judgments, and from utilising the research of others to undertaking individual research. In determining which topics to deal with in the dissertation, students will be required to:

- Exercise judgment in considering the feasibility of a subject
- Determine the usefulness to their study

- Consider the relevance to the broad area of management that is being explored and studied
- Justify its importance as an area of study
- Import a substantial range of current research and scholastic activity

Overall it is the capstone project more than any other element of the programme that will express the teaching strategy aimed at encouraging self-directed learning.

For this reason, preparation begins relatively early in the programme structure, with the aim of reinforcing the importance of autonomy at master's level.

Research Methods is the pre-requisite for this module and you must pass this before embarking on the final capstone project.

Co-curricular programme

This is an essential element of teaching and learning, used to provide academic and practitioner support for each module and the programme overall.

It is also an important element of your personal and professional development, which will prepare you for working within the industry or for further study.

To ensure that the programme content reflects contemporary industry issues and allows students to experience a broader understanding of critical concepts, it is augmented by:

1. Module specific activity:

- Lectures, seminars and/or workshops hosted by guest/keynote speakers
- Field trips and industry visits
- Complex case-study material, including live / interactive business case studies
- Facilitation in structured workshops
- Master classes
- Simulations

2. Programme wide activity:

- Field trips (including team building, leadership and management skills activities)
- Facilitation in structured workshops
- Special events involving one or more guest speakers
- Master classes
- Simulations
- 1:1 tutorials, related to Personal and Professional Development (PPD)

3. Faculty wide activity:

- Facilitation in structured workshops
- Guest Speakers
- Special evening events involving one or more guest speakers
- Masterclasses

Full engagement in this co-curricular activity is expected.

CMI Accreditation

The programme is mapped with the CMI Extended Level 7 Diploma in Strategic Management and Leadership. A discussion with our CMI partner about the revalidated MA Luxury Brand Management has indicated that the current sets of modules spread will satisfy the new CMI Level 7 Diploma in Management and Leadership Practice.

Students and graduates from the MA Luxury Brand Management continue to enrol and use CMI

resources for their coursework and studies. The Faculty runs CMI induction sessions with PG students, including students from the MALBM programme, every term. Students have continued to indicate their interest in signing up for the dual award with the CMI. Regular meetings take place with stakeholders i.e. CMI HE partnership manager, external examiner, moderator, membership and its quality office and Regent's University lecturers who teach on all CMI mapped modules for the various PG programmes within the Business and Management faculty.

Modules

Your programme is composed of a number of modules that each have a credit value. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So if a module is worth 10 credits, then you would expect to spend 100 hours studying this. These will not all be 'taught' hours. You will receive guidance and instruction through lectures, seminars, etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in Section 6.

On a postgraduate degree programme, you can usually expect to study 180 credit per level (or year), with no more than 80 credits per term.

5. Learning outcomes

This is a guide to the more specific knowledge and skills you will gain at each level of the programme if you take full advantage of the learning opportunities available to you.

On successfully completing the programme you will be able to:

A. Knowledge and understanding

A1. Demonstrate luxury expertise

Define luxury, its methods and practices; distinguish it from premium and mass market. Know how to market, manage and appreciate luxury's interrelationship with other disciplines and business functions. Understand aspiration and the luxury value chain in all its components.

A2. Understand how to balance creative and commercial approaches

Understand the creative process in brand design and delivery. Know how to manage and evaluate proposals using relevant frameworks and to make sustainable business judgements. Appreciate key industry and firm financials. Acquire the fundamentals of legal issues relevant to luxury brands.

A3. Know how to apply business knowledge and investigate critically

Demonstrate an understanding of relevant business management theoretical and methodological approaches. Know how to design and conduct market and product research, use data and interpret results in an ethical way. Understand how to adapt brand and marketing plans to different market and cultural contexts, conscious of the complexity and ambiguity of the environment.

B. Skills

B1. Lead

Be effective both as a team member and leader working collaboratively and taking responsibility. Work proactively with others to formulate solutions and resolve conflicts. Reflect and communicate effectively. Apply values, ethical principles and sustainability criteria including to the design and delivery of luxury brands. Develop personal leadership including critical self-reflection, values and a commitment to lifelong learning.

B2. Create

Develop creative and innovative skills and be able to apply them to luxury brand management. Connect the known and the unknown, adapting to change, uncertainty and work fluidly across disciplines. Manage creative tension, generating fresh, sustainable, ideas. Adopt an entrepreneurial approach to problem-solving, applying knowledge inventively.

B3. Commission

Think strategically to develop research and creative briefs. Assess demand, plan and prioritise in working with own and other organisations. Use appropriate quantitative and qualitative research methods. Exercise judgement in translating ideas into products and service systems. Formulate appropriate go-to-market strategies based on analysis of sometimes complex evidence.

6. Learning and teaching strategy/ assessment methods (non-regulatory)

This is a guide to the academic opportunities available to help you achieve the overall aims and objectives of the programme as listed in Section 3 and the intended learning outcomes in Section 5. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. In order to meet the full intended learning outcomes of the programme, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your personal tutors.

The learning and teaching strategy of the programme is informed by the Regent's University London Learning, Teaching and Assessment Strategy.

There are six key requirements for the successful completion of the MALBM:

- A commitment to independent study
- Reading widely and critically
- The development of critical awareness
- The exercise of judgement
- The successful undertaking of independent research using traditional and electronic media and creating potential for original thought and contributing to current knowledge
- The consequent production of pieces of work that demonstrate the successful application of the above in written form.

We also aspire to the creation of a collaborative '**community of learning**', both within and crucially outside of the traditional classroom setting. In the development and delivery of our pedagogy, students will be both active partners and learners. The Faculty of Business & Management's pedagogical approach centres around six key principles, outlined below.

1. **EdTech support** for the student and tutor at every possible step, broadening learning opportunities and spaces to include 24/7 access to support, appropriate student choice points at module and programme level.
2. **Multiculturalism and diversity** through inclusive approaches to teaching and learning
3. **Solution-focused delivery and practice oriented** to support global employability and/or active entrepreneurship.
4. **Integration of learning** through current, large scale and complex business simulation, high impact interventions and integration across modules.
5. **Assessments for learning** that feature co-design, synoptic work, predictive work, group work projects, student choice, authenticity and built-in safeguards against academic offences.
6. Dedicated and focused **staff development** time to embrace technology and these pedagogical principles, review and plan to ensure a joined up and coherent approach.

Teaching and learning methods

The MALBM will enable you to gain a breadth of critical understanding, analysis, interpretation,

synthesis and evaluation of luxury brand issues. You will be introduced to a range of contrasting theoretical perspectives, research models and output. This will help to both integrate and illuminate the various disciplines that contribute to the programme.

A range of teaching and learning methods is utilised to support this aim, including lectures, seminars, structured workshops, case study analysis, group work, guest speakers, field trips, individual and group tutorials, and attendance at industry events. There is much emphasis on student self-directed study, crucially in the final capstone project, but also through engagement in co-curricular activity.

Lectures and seminars

Lectures and seminars are the common method of delivery and operate on the assumption that from undergraduate study and/or personal experience, students already have a wide and reasonably in-depth knowledge of some of the issues within the field of study. In this respect, it is assumed that there are some knowledge gaps. However, it is also assumed that as a learner, students are sufficiently advanced that some of those gaps can be filled through independent learning, with minimal tutor input. It is expected that a combination of lectures, seminars, workshops, guest lectures, and other key industry events will provide a solid underpinning and foundation for learning. These learning activities will be supplemented by key material on Blackboard. Directed and self-directed reading will be a key component of the learning experience.

At the start of each module, you will be provided with a timetable and substantial list of reading references to follow up for the seminar sessions.

In all learning activities you are expected to engage with discussion, prompted by the tutor but not relying on him or her. It is assumed that you will not only have read key material but will also have followed up on referenced background reading.

Tutorials and supervision

Tutorials and supervision form an important part of the learning process. Each module tutor provides individual and group support for the students undertaking their module, and will arrange individual and/or small group tutorials as and when required.

Workshops

These may be used from time to time to enable you to develop the key transferable skills necessary for both employment and academic development. These may on occasion be compulsory. They will encourage you to:

- Exercise initiative and personal responsibility
- Apply decision-making techniques in complex and unpredictable situations
- Focus on issues of ethics, professionalism and continual professional development
- Offer the opportunity to develop programme-related skills and knowledge, but also key personal and professional skills.

Breakdown of teaching methods by percentage

The following breakdown is a guide to how much time you will spend on each teaching and learning method. The exact amount of time spent in taught/practical lessons or self-study will depend on the elective modules that you take.

Taught	13%
Practical	4%
Self-Study	83%

Assessment

There is a combination of formative and summative assessments. Formative activities are used for developmental purposes and are designed to help you learn more effectively by giving you feedback on your progress and how it can be improved and/or maintained. They do not contribute to the award mark. Summative assessments are used to determine your success in meeting the intended learning outcomes of a module and do contribute to the award.

You'll be assessed via a combination of:

- Blog contributions
- Coursework assignments
- Essays
- Fieldwork
- Group and individual tasks
- Presentations
- Research projects
- Simulations

There is a mix of group work and individual assessment to reflect the reality of today's workplace where group-working is common. Employers value employees who can both lead groups and work as effective team members. However, no module has more than 50% group work and generally group-work assignments have been designed in such a way as to allow recognition of individual effort when grading.

Breakdown of assessment by percentage	
Written exams	0%
Practical exams	0%
Coursework	100%

Programme management and teaching staff

The programme is managed by the Head of Programme. Staff are, in general, educated to masters or doctoral level. Along with teaching, they are also involved in supervision of dissertations, New Venture Start-Up Projects and Live Business Projects. Exceptions are where particular specialist skills are required and are covered by fractional posts or visiting lecturers. All levels of academic seniority teach on the programme.

We promote and support research, enterprise and scholarship that underpin our academic programmes and add value to our students' learning experience. We believe it is essential to enhance the vitality of our academic programmes and refresh them by conducting research that is applied whilst at the same time producing cutting-edge knowledge and engaging in world-leading scholarship that informs our teaching. Academic staff have a high-level of academic experience, as well as familiarity with the industry.

Members of the team are also industry consultants, alongside being actively engaged in academic publishing. In addition, most of our staff hold a Fellowship of Higher Education Academy (HEA) ranging from Fellow to Principal Fellow. The University encourages teaching staff to undertake the Postgraduate Certificate in Higher Education.

Programme Structure - LEVEL 7 (for further details please see Appendix 1)	
Core modules	Credits
FIN7C2 Financial Analysis for Managers	20
LBM715 Luxury Marketing Management	10
LBM722 Law and the Luxury Environment	10
LBM716 Research Methods	20
LBM718 Strategic Management of a Luxury Business	20
LMB717 Luxury Brands and Creativity	20
LBM732 Luxury Brand Capstone Project choice of either 1) Live Business Project 2) New Venture Start-Up Project or 3) Dissertation	60
Total core module credits	140
Elective modules (subject to availability) Choose 2 from:	
LBM723 Digital Marketing and Analytics in Luxury	10
LBM730 Historical Perspectives in Luxury	10
LBM729 Luxury Experiences	10
LBM724 Entrepreneurship and Luxury	10
LBM731 Curating Luxury Brand Art Collaborations	10
FSM712 Fashion PR and the Fashion Show	10
Total elective module credits	20
Total credits for Level 7	180
Exit awards and learning outcomes achieved (if appropriate)	
<p>A student will be awarded the MA Luxury Brand Management after having successfully completed 180 credits at Level 7 and having achieved at least 50% in each module defined in the schedule of assessment. 60 credits must be obtained through successful submission of the dissertation, live business project or new venture start-up project.</p> <p>Students who achieve 60 Level 7 credits and have achieved at least 50% in each module defined in the schedule of assessment may be awarded a Postgraduate Certificate in Luxury Brand Management.</p> <p>Students who achieve 120 Level 7 credits and have achieved at least 50% in each module defined in the schedule of assessment may be awarded a Postgraduate Diploma in Luxury Brand Management.</p> <p>On successful completion of 180 credits at Level 7 in the MA Luxury Brand Management programme students may also be awarded the Chartered Management Institute (CMI) Level 7 Executive Diploma.</p> <p>All students will be prepared for the Live Business Project, New Venture Start-Up Project or Dissertation through the Research Methods module.</p>	

7. Relationship to other programmes and awards

Sometimes programmes share modules or have other connections to other programmes. This is a guide to whether this is applicable for your programme.

This degree does not impact or lead to awards elsewhere in the University; however, some elective modules are shared with MA International Fashion Management and MA Management. Students on other postgraduate programmes may be able to study 10-credit modules on the MALBM as electives.

8. Student support

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be hard. We can give you the support and you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

Regent's Student Hub will be the first port-of-call for the majority of your needs. Staff in the Hub can either deal with your enquiry directly or point you to one of our services for more support. Our support services include:

- Personal tutor scheme
- Student Services
- Academic Skills
- English for Academic Purposes
- Careers advice, including placements
- Disability support
- Accommodation
- Student Union

For more information about life at Regent's and the services we offer please visit our website: regents.ac.uk/information/student-life/for-current-students

9. Learning support

Regent's offers a variety of different facilities and technologies to support your studies. These include lecture theatres, seminar rooms, the library, IT labs and specialist software.

If you require support or advice with regard to accessing campus facilities, please speak with our disability support officer, so we may address your concerns. regents.ac.uk/information/student-life/for-current-students/disability-information

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. During term time, the Library is open until late in the evenings. During busy exam periods, it is open 24/7. Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individual(s) to overcome, rearrange or support to facilitate good and safe access.

Regent's uses Blackboard as its virtual learning environment (VLE), where you will find learning materials and content for your modules. You will also submit your coursework online and receive feedback through Blackboard.

MyRegent's is a free app and web dashboard which contains Regent's email, degree programme timetable, module information and more. You will be able to download it for Apple or Android devices or access it at my.regents.ac.uk once you have enrolled with us.

Regent's has IT labs where you can use our computers and there are dedicated areas for you to use your own laptops and tablets. The campus has free Wi-Fi, including most areas of our extensive gardens, so any area can be adapted into a student study space. Regent's is a member of the Eduroam network, so you can connect to this service to access Wi-Fi worldwide. For more about Regent's learning resources, visit: regents.ac.uk/about/learning-resources

10. Opportunities for personal development planning

You can tailor your studies to your own interests/career choices through the choice of elective modules, dissertation topics and extra-curricular activities. Achieving your goals requires dedication, commitment to performance, academic achievement and a set of key competencies that can only be learnt through meaningful work experience.

Effective personal and professional skills are an important part of talent development within the luxury sector. A PPD programme will be delivered over 3 key points of the programme:

- 1) Small group tutorials (or workshops) during induction
- 2) 1:1 / group tutorials (or workshops) at the end of the first term
- 3) 1:1 / group tutorial at the end of the second term.

This is delivered in collaboration with the University's Careers & Business Relations team (see below) and external experts. A variety of tools are used, such as mentoring, skills workshops, reflective activities, journals (or logs) and team/leadership activities.

This activity also lead to skills development for the final capstone project and you should fully engage with this element of the programme.

Careers support

All students benefit from an initial consultation with a careers adviser in their first weeks on campus. Based on your individual interests you will, guided by your adviser, develop knowledge and networks in relevant sectors and roles. You will be encouraged to team up with like-minded individuals to build communities centred around shared interests.

You will have access to the vacancies shared by our business relations team on the Student Hub, as well as multiple other resources, and help with making applications for internships and graduate roles in the UK and beyond. Students who have not identified an area of interest are offered guidance consultations to enable decision-making.

A variety of workshops throughout the year will help you succeed at every stage of the selection process, including CV and cover letter writing, interview (including video interviews) and assessment centre preparation, networking, LinkedIn and psychometric testing. Support with individual applications is available.

Students who wish to start their own business will be invited to work in The Hive (see below).

All postgraduate students are given the opportunity to be paired with a mentor throughout the duration of their course, as part of our long-running joint alumni/careers mentoring scheme. You will be matched (wherever possible) with mentors whose careers or interests overlap with your, but experience has shown that diverse pairings often offer the best results.

Each term a number of masterclasses (held by industry specialists), seminars, networking events and meetups are organised on campus. They offer an invaluable opportunity to find out about employment prospects in different industries and business sectors and to develop a professional network.

At our hiring breakfasts, employers who currently seek students via the Student Hub vacancy board (internships, placements, or graduate jobs) are introduced to (and given the opportunity to interview onsite) students directly.

In addition to regular face-to-face contact with our expert staff, we offer a wide range of online resources including VoIP (e.g. Skype) appointments to help you in your job search. These include advice sheets, videos and self-assessment tools. All this is accessible on the Student Hub to current students and alumni.

11. Admissions criteria

Details of the University's entry requirements can be at <https://www.regents.ac.uk/policies>

Our Admissions Policy and Admissions, Appeals and Complaints Policy can also be found at the link above.

For more information, see the How to Apply tab under each programme on the website.

12. Visas and immigration

At Regent's, you will be part of a truly international community, with the opportunity to make friends and contacts from around the world.

If you require a visa to study in the UK, please visit the Visas and Immigration page on the website: [regents.ac.uk/study/international-students/visas-and-immigration](https://www.regents.ac.uk/study/international-students/visas-and-immigration)

13. Tuition fees and other course costs

Please see the Tuition fees page on the Regent's University website (<https://www.regents.ac.uk/admissions/tuition-fees>).

The main costs are the recommended reading texts for each module. Recommended books tend to cost between £25- 40 for all modules. However we do encourage you to make use of the University library. Module leaders make good use of academic papers and journal articles using RUL Discovery. The cost of all visits outside of the University are included in the programme, unless otherwise specified.

14. Assessment and progression regulations

You will be assessed on how well you are achieving the intended learning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under Section 6 above.

In order to continue with your studies, there are minimum requirements to be met in order to progress to the next level of your programme. The current progression regulations are published within the Academic Regulations on our website at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

[regents.ac.uk/about/governance/academic-governance/academic-regulations](https://www.regents.ac.uk/about/governance/academic-governance/academic-regulations)

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at:

regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework

Before admission to the Capstone Project module you will need to have successfully completed the Research Methods module and will be allowed to trail up to 20 credits.

15. Award criteria

To qualify for your intended postgraduate award, you must obtain 180 credits at Level 7. For further details on award requirements, please see the Academic Regulations, available at on our website at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

regents.ac.uk/about/governance/academic-governance/academic-regulations

16. Methods for evaluating and improving the quality and standards of teaching and learning

All quality assurance policies and procedures are found in the University Academic Regulations. The current versions are available at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

regents.ac.uk/about/governance/academic-governance/academic-regulations

Regent's University London operates a number of institutional processes for ensuring and enhancing its academic quality standards. These include programme (re)validations, programme modifications, programme monitoring, student feedback systems and external examining.

Programme (re)validations

The University has a formal process to approve a new programme or reapprove an existing programme of study. This involves a panel of academics from within and outside Regent's to ensure that your programme is of appropriate academic standard and of a high quality.

Programme modifications

We listen to your feedback and make changes to your programme as appropriate. You will be consulted on any significant changes to your programme which may affect the outcomes of your study. All changes to programmes or modules are subject to approval through Regent's Academic Governance structures.

Programme monitoring

In order to ensure programmes continue to meet their academic and professional aims and objectives, Heads of Programme are required to prepare an Annual Monitoring Report (AMR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at Faculty and Institutional level and are published on the University intranet under the Quality webpage where student can view these.

Student feedback systems

Students play a key role in the University's processes for enhancing the quality of its educational provision and broader student experience. There will be multiple ways for you to provide feedback on your experiences at module level, programme level, through student representatives and at Programme Committees. Student representatives are elected and sit on institutional level committees such as Senate. Final year undergraduate students (Level 6) will be invited to take part in the National Student Survey (NSS).

External examiner reports

External Examiners ensure that Regent's standards and quality processes are appropriate and are

of a standard comparable to those of other Higher Education Institutions. There are two types of external examiners. One reviews subject level assessment and the other reviews institutional level processes and attends the Progression and Finalist Boards.

An annual external examiner report is produced at the end of every academic year at levels 5, 6 and 7. These are made available to students through the Annual Monitoring Reports which are published online and are submitted to Programme Committees.

17. Curriculum map

This table indicates which study units assume responsibility for delivering the learning outcomes detailed in Section 5.

Level	Module	Learning outcomes					
		A1	A2	A3	B1	B2	B3
7	LBM715 Luxury Marketing Management			x	x		x
	LBM722 Law and the Luxury Environment		x		x		x
	LBM716 Research Methods			x	x	x	x
	LBM718 Strategic Management of a Luxury Business			x	x	x	x
	LMB717 Luxury Brands and Creativity		x	x	x	x	
	LBM732 Luxury Brand Capstone Project			x		x	x
	LBM723 Digital Marketing and Analytics in Luxury			x		x	x
	LBM730 Historical Perspectives in Luxury	x		x			x
	LBM729 Luxury Experiences			x		x	
	LBM724 Entrepreneurship and Luxury			x		x	x
	LBM731 Curating Luxury Brand Art Collaborations	x					X
	FIN7C2 Financial Analysis for Managers			x		x	X
	FSM712 Fashion PR and the Fashion Show			x			x

Appendix 1

MA Luxury Brand Management – course structure

Students start in either September or January. In both cases, modules are taken in the same sequence. September starters have a year-long programme whereas January starters end the following April with a break in the summer term.

September Intake
Term 1 (September – December)
FIN7C2 Financial Analysis for Managers, core module, 10 credits
LBM715 Luxury Marketing Management, core module, 20 credits
LBM722 Law and the Luxury Environment, core module 10 credits
LBM716 Research Methods, core module 20 credits
Term 2 (January – April)
LBM718 Strategic Management of a Luxury Business, core module 20 credits
LMB717 Luxury Brands and Creativity, core module 20 credits
<u>2 electives from:</u>
LBM723 Digital Marketing and Analytics in Luxury, 10 credits
LBM730 Historical Perspectives in Luxury, 10 credits
LBM729 Luxury Experiences, 10 credits
LBM724 Entrepreneurship and Luxury, 10 credits
LBM731 Curating Luxury Brand Art Collaborations, 10 credits
FSM712 Fashion PR and the Fashion Show, 10 credits
Term 3 (June-September)
LBM732 Luxury Brand CapstoneProject, core 60 credits (choice of either 1. Live Business Project 2. New Venture Start-Up Project or 3. Dissertation)

January Intake

Term 1 (January – April)

FIN7C2 Financial Analysis for Managers, core module, 10 credits

LBM715 Luxury Marketing Management, core module, 20 credits

LBM722 Law and the Luxury Environment, core module 10 credits

LBM716 Research Methods, core module 20 credits

Summer Break

Term 2 (September – December)

LBM718 Strategic Management of a Luxury Business, core module 20 credits

LBM717 Luxury Brands and Creativity, core module 20 credits

2 electives from:

LBM723 Digital Marketing and Analytics in Luxury, 10 credits

LBM730 Historical Perspectives in Luxury, 10 credits

LBM729 Luxury Experiences, 10 credits

LBM724 Entrepreneurship and Luxury, 10 credits

LBM731 Curating Luxury Brand Art Collaborations, 10 credits

FSM712 Fashion PR and the Fashion Show, 10 credits

Term 3 (January – April)

LBM732 Luxury Brand Capstone Project core 60 credits
(choice of either 1. Live Business Project 2. New Venture Start-Up Project or 3. Dissertation)

Appendix 2

MA Luxury Brand Management, Teaching and Assessment Strategy

The learning and teaching strategy of the programme is developed in accordance with the overall Regent's University London's Learning, Teaching and Assessment Strategy (LTAS). It comprises six priority areas:

- a personalised student experience,
- interactive and inclusive learning,
- assessment for learning,
- focus on student skills and attributes,
- Developing cultural agility, flexibility and the ability of our graduates to compete strongly in the global labour market by enabling access to electives, company visits and study trips,
- professional development for staff.

The MA Luxury Brand Management programme offers an educational promise that strongly supports the vision of the Hallmark Pedagogy of Regent's University. The programme prepares students for a career in luxury providing also key tools such as research methods, financial analysis and elements of business law relevant to brand management. One of the core modules focuses on creativity and innovation, essential components of a luxury brand, another on strategic management also crucial to gain a thorough understanding of how to run a business. Students aiming to set up their own business can choose the entrepreneurship elective and be further supported by the Hive after graduation. The programme also offers the opportunity to choose a non-credit bearing language elective. The study trip allows students to observe luxury brands in the making, interact directly with business owners and managers and further develop teambuilding skills.

The MA Luxury Brand Management programme's learning and teaching strategy demonstrates the embedded nature of principles drawn from the University's Learning, teaching and assessment strategy and explored through the six priority areas.

A personalised learning experience

MA LBM students receive a personalised student experience:

- The programme offers small-class interactive teaching, tutorial support and personalised learning. Some modules also introduce interactive, online activity.
- Through significant elective choice and the option to develop a dissertation, business project or start-up venture for their capstone project, students can significantly personalise the content of their degree;
- Students are allocated a Personal Tutor who provides guidance, advice and ongoing support with personal and professional development.
- Each module tutor is available to provide students with insights and support during specified office hours.
- Several opportunities are provided throughout the programme to visit partner companies such as Harrods, Prada and Ferrari.
- Regent's University is a member of the Walpole society of British luxury brands and students have access to a number of selected events each year.

Interactive and inclusive learning

A key principle of the programme's learning strategy is to provide varied, challenging and intellectually stimulating learning experiences that are engaging and enable the development of

critical thinking. The MA Luxury Brand Management response to establishing congruent learning methodologies is as follows:

- A movement towards a more personalised learning delivery model (Sledge and Fishman, 2014), making full use of small-classes and interactive seminars where rich pedagogies that suit respective disciplines may be employed.
- Teaching methods are varied and make full use of study groups, role plays, field trips, tutorials, simulations and external guest speakers. Students learn through analysis, discussion and debate, practical work, problem-solving, presentations, portfolio building, research projects and team work, all of which are designed to develop key skills of independent critical thinking and confidence in decision-making.
- The programme content and learning outcomes were designed using national references to ensure that they are appropriate for the award of a UK degree, and achievement is monitored against those national references.
- Some of the more integrated modules on the programme are blended. You will participate asynchronously before the actual workshops physically take place (flipped classroom).

Assessment for learning

The assessment strategy of the programme has been designed to provide students with a variety of challenges that suits focus on luxury and the more general management content provided. Biggs and Tang, (2011) argue that deep learning occurs when the curriculum is 'constructively aligned' i.e. the learning outcomes are aligned with pedagogy and assessment. Module leaders have sought to develop valuable, creative assessments that are constructively aligned to the learning outcomes of each module and will therefore enhance the learning capacity.

Both the University's and the programme's learning, teaching and assessment strategies seek to promote assessment for learning, not simply of learning. There are three elements to this:

- Assessments are designed to be reliable, valid, fair and consistent.
- All assessments will incorporate effective and constructive feedback.
- The amount of assessment is manageable

Assessment was designed using guidance from the University's Assessment Framework:

- Each credit represents approximately 10 hours of work. A module weighted at 10credits would therefore involve 100 learning hours respectively;
- Group work does not exceed 50% of the total mark. A group project mark always contains an individual contribution element;
- The maximum number of assessments for a 10-credit module is two summative assessments;
- The programme is assessed via a variety of assessment methods;

Formative activities and summative assessments

Assessment is both formative and summative. Formative assessment is intended to support learning and encourage a dialogue between student and tutor and promotes active receipt of the feedback. It enables students to obtain constructive feedback about how to improve work/assessment. Summative assessment is the formally-graded evaluation of the learning achieved.

Recognising the value of formative assessment to the learning journey, the programme team have considered several ways provide formative feedback in an orderly and timely fashion. The following

have been identified as potential options to initiate formative feedback for the different summative assessments of the programme:

Formative Feedback	Ways to deliver formative feedback
Written Assignments (various types)	Feedback on draft submitted on blackboard by a specified date
	Feedback initiated through peer to peer reviews during workshop activity
	Verbal feedback (face to face or recorded), where student makes a record of key points and shares with the tutor
Presentation	Presenting a practice run in class, receiving feedback from peers and/or tutor
	Formative feedback on recordings of presentation practice submitted on Blackboard by a specified date.
	Feedback on students' own assessment on the recorded practice presentation (both submitted on Blackboard by a specified date)
Posters and Creative work	Feedback from tutors/peers through an exhibiting event. Student make a record of key points and shares with the tutor
	Feedback on student's own assessment of their work
	Verbal feedback (face to face or recorded), where student makes a record of key points and shares with the tutor

To take advantage of the flexibility afforded by the different types of feedback provision, each module specification in the programme handbook would include a general statement of commitment to formative feedback:

In assignments where extensive formative feedback has been provided, feedback on the equivalent summative assessment will be shorter and it could be built on the formative feedback previously given.

Types of assessments:

Individual assignments	Minimum one per module (core and elective)
Reflective assignments/peer evaluation	One per group work
Group work	Min one per core module
Presentations	Compulsory for business project and start-up project, at the discretion of the module leader for core and elective modules.

Group Projects: Group Work fits well with the programme ethos. It is a skill employers' consistently and almost universally expect from graduates. As an assessment method, it is also resilient to academic misconduct. The same can be argued for presentations and that is why a minimum use has been set for both on the programme assessment strategy. On our programme, this type of assessment carries a sizable individual component to the grade awarded, while also preserving the value of the group activity.

We use reflective assessments where possible as this enables students to reflect on the learning, an instance of personalised learning experience. Other than the obvious learning benefits, it also encourages reflection on the learning experience that takes place in class.

Core modules have a mix of individual and group assignments whereas most elective modules have an individual assignment which reflects the more nature of the subject and allows students to develop personal research on topics they are passionate about.

Employability enhancement

The University's learning, teaching, and assessment approach seeks to promote "the practical application of learning, making it relevant and increasing the employability potential of the students".

Our programme promotes job-skill alignment and enhances lifelong learning capacity in various ways:

- The dual award with CMI is appreciated by employers and shows that modules are mapped to specific standards set by a body representing employers.
- Assessments and pedagogies are often real life projects requiring a critical evaluation of ideas from different perspectives
- The BrandPro Simulation is used at induction to introduce essential concepts and working in groups is encouraged throughout.
- Students are encouraged to choose a Capstone project that is relevant to their future ambitions and/or showcases their abilities providing them with a substantive tangible artefact that can be shared with others;
- Curricular and extra-curricular opportunities for student to connect with the HIVE (RUL's entrepreneurial hub) and JER (Junior Entrepreneurs at Regent's).
- Events organised with the RUL Alumni network

Developing cultural agility

Cultural Agility and internationalism are also embedded in the curriculum and through extra curricular activities such as educational trips. International and cross-cultural issues are frequently explored across the entire curriculum. Luxury brands are often global and all modules examine the characteristics of global luxury from different perspectives.

Professional Development for Staff

Regent's academics and visiting faculty are at the cutting-edge of their respective disciplines with appropriate academic and/or professional experiences and qualifications. Most tutors hold a Fellowship of Advanced Higher Education (formerly known as Higher Education Academy - HEA) the premier higher education teaching qualification in the UK, and their fellowship levels range from Fellow to Principal Fellows.

MA Luxury Brand management staff engage with continuous professional development of their teaching skills through the University's Teaching Practice Development (TPD) process, where fellow academics engage with a paired peer observation of a teaching related practice. This encourages the sharing of good practice and creates a culture of continuous improvement through enhance reflective evaluation.

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