

# **MA Luxury Brand Management**

## **Course Specification**

Academic Year 2025-26

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## 1. Course Overview

<b>Full course/award title(s)</b>	MA Luxury Brand Management
<b>Course Code</b>	PMAA_0035_FR
<b>Location of study</b>	Regent's Park Campus
<b>Off campus elements / locations</b>	Not applicable.
<b>Fees</b>	Please see the tuition fees on the Regent's University London website ( <a href="https://www.regents.ac.uk/admissions/tuition-fees">https://www.regents.ac.uk/admissions/tuition-fees</a> )
<b>Additional costs</b>	Students might be taken on industry visits or field trips, and they may change during the course of term. These trips will be optional and proposed as a way of extending student learning and industry experience. The cost of entry to such visits will be paid for by the university.
<b>Awarding institution</b>	Regent's University London
<b>Date of original validation / revalidation</b>	November 2024
<b>Validated until</b>	September 2030
<b>Framework for Higher Education Qualification level of final award</b>	Level 7
<b>Number of credits in award</b>	180 credits
<b>HECoS Code</b>	100075 (60%), 100361 (20%); 101027 (20%)  <a href="https://www.hesa.ac.uk/support/documentation/hecos">https://www.hesa.ac.uk/support/documentation/hecos</a> 10074, 10075, 10046, 100054, 100088, 100089, 1000482, 100083
<b>Relevant QAA subject benchmark statements</b>	<a href="#">Subject Benchmark Statement: Master's Degrees in Business and Management (qaa.ac.uk)</a>

<b>Other external and internal references</b>	<a href="#">Regent's University London Academic Regulations</a> <a href="#">Regent's University London Learning, Teaching and Assessment Strategy</a> Regent's Learning Outcomes (RLOs) (2021) Regent's Assessment Framework (2022) Regent's Learning Design Framework: RADAR (2020) Regent's Course Design Process (2023) <a href="#">OfS Conditions of Registration, advice and guidance</a> <a href="#">QAA: Frameworks for Higher Education Qualifications (FHEQ)</a>				
<b>Professional, statutory or regulatory body recognition/ accreditation</b>	Chartered Management Institute (CMI)				
<b>Language of study</b>	English				
<b>Date of production / revision of this course specification</b>	March 2025				
<b>Course intakes, modes of study, expected and maximum duration of course</b>					
Mode of Study	Intake Month	Level of entry	UCAS Code	Expected Duration in Months	Maximum duration in months*
Full-time	Sept	Level 7	Not applicable	12	36
Full-time	Jan	Level 7	Not applicable	16	48

\* In exceptional circumstances only – refer to Regent's University London Academic Regulations for details.

## 2. Why study this course, including course aims and objectives

Luxury is not a novel concept but rather, a centuries-old notion, which has been evolving in meaning and perception (Rathi, Rubal, et al. 2022). Researchers investigating Luxury have focused on literature from various disciplines such as historical perspective (Berry 1994), and economic outlook (Chao and Schor 1998) which later expanded in scope to consumer behavior (Kastanakis and Balabanis 2012), cross-cultural comparisons (Shukla 2010), provenance effects (Liu et al. 2016), counterfeit market (Nia and Zaichkowsky 2000), and linking luxury with sustainability drivers (Pinkasov, Nair, 2014), etc.

At Regent's you will be challenged on different interpretations of luxury and confronted with issues such as heritage vs contemporary luxury brands; redefining the luxury customer and artisanry (craftmanship) in today's markets; and how desirability – a cornerstone concept of luxury branding – is often perceived as being subjective and elusive, and how to manage this with the sustainability imperative.

The Regent's MA Luxury Brand Management was the first programme of its kind in the UK and celebrated 14 years in 2024. Over the years, 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 understand, 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 a broad spectrum of luxury businesses, from fashion to hospitality. Our staff have years of experience working in these fields and advising leading international brands as consultants.

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. Being in London increases our possibilities to integrate specialist guest lecturers into our module diets. Additionally, as a part of experiential learning, you will have fieldtrips to flagship stores, museums, and brand headquarters (subject to availability and necessary permissions) to enhance your experiential learning.

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

You'll discuss the history and dynamics of the industry and learn how businesses establish their brand image. There is also a strong focus on practical work.

Your major 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 (this was during the Covid period, when we were not allowed to travel abroad) 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. To give you a brief insight in the study trip module, in the past; students have travelled either to Paris or Milan for a 5 day trip. On these trips, they have had the privilege to visit and engage with brands such as Maritini, Ferrari, Armani, Dolce and Gabbana, Moët, Dior, Lafayette, YSL, Fragonard, Bernardaud and so on.

The MA Luxury Brand Management supports your professional growth and career advancement. Upon completion, you will emerge as a skilled professional, capable of leading successful businesses, driving change and delivering true value in today's complex and ever-evolving business landscape. Some of the job titles might be Marketing consultants, strategic leaders, campaign managers, social media managers, creative designers,

You will have access to networking opportunities, industry guest lectures, and career development resources that enhance your employability and readiness for the world of work.

Regent's is a member of Walpole, the official sector body for over 250 luxury brands <https://www.thewalpole.co.uk> Being a Walpole brand and being based in the heart of London has some benefits. Firstly, being a Walpole brand has given us access to industry leaders and distinguished speakers from brands such as Harrods, Fortnum and Mason, Laurent Perrier, Dunhill, McLaren, Farfetch, Chanel, Meta, Google, to name just a few. You will hear, meet, and get opportunities to work with a variety of brand leaders through speaker series events, focus groups, live briefs, consultancy and Luxlab projects.

Secondly, In the future, we are looking to expand our portfolio of distinguished speakers, company visits and industry collaborations for live briefs, consultancy and Luxlab projects. We are constantly on the lookout for new specialist speakers to scale up your learning experiences and exploring more places for field and study trips.

### **3. Course structure**

This is a guide to the overall structure of your course, mandatory elements, modules (including terms when delivered) and periods of assessment.

We have designed our curriculum so that you can gain a deeply personalised education. The MA Luxury Brand Management course is built on the latest academic thinking, informed by in-house research. You will expand your knowledge, skills, practice and

thinking, and will gain deep expertise in Luxury Brand Management through a range of specialised modules.

In the Contextual and Conceptual frameworks for Luxury module you will study topics such as historical and cultural developments, practices and movements related to Luxury, and critically evaluate how technological, economic, ecological, social and aesthetic factors influence luxury business practices. Gaining knowledge and understanding of semiotics, trend analysis and branding you will be better equipped to forecast, predict and prepare for contemporary issues and challenges.

The Entrepreneurship, Luxury Brands and Creativity module combines concepts and frameworks from the fields of Entrepreneurship, Design Thinking, Luxury, and Innovation to create a learning environment that allows you the opportunity to develop a luxury brand concept ready to pitch for funding. You will be encouraged to take reasonable risks by stepping out of your comfort zone to explore ways of generating a new innovative solution. By stretching your creative, entrepreneurial, and team-building skills in new venture development, you'll gain the ability to understand and navigate the complex decision-making processes required to balance co-creation efforts with the practical demands of bringing a 'sustainable' product to market

Luxury Branding and Communications strategies module will provide you with a critical understanding of branding, marketing and communication strategies through an examination of key theoretical literature and frameworks. You will be able to examine main forms of branding such as brand identity, personality, brand relationships and communication strategies in relation to the luxury goods and services industry. Furthermore, you will also develop an awareness and appreciation for the specific elements that contribute to defining the brand's marketing and communications strategies. You will learn to identify target markets and define profitable customer groups, through an understanding and exploration of changing consumer needs and behaviours and the salience and relevance of a brand's value proposition. Moreover, you will be able to get a grasp on how brands create and capture value through their marketing and communication strategies.

The Strategic Management in the luxury sector module enables you to critically analyse the complex global environment in which the luxury sector operates and the roles that leaders and managers play in formulating and evaluating strategy within organisations in the luxury sector. You are encouraged to critically reflect upon the importance of leadership in developing, protecting and exploiting strategic capabilities within organisations. This module aims to develop your understanding of the interrelationship between strategy, leadership and corporate responsibility across the luxury sector and will cover subjects such as strategy, finance, law, business ethics, organisational culture and change management.

**Common modules:** You will also be taking three common modules as part of your course. The "Masters Perspectives" module in the Autumn term, will develop your advanced academic skills as you grow as an independent thinker and researcher. Through the distinct lens of Digital Marketing and Analytics, you will explore advanced critical thinking and

analytical skills, and develop your ability to communicate complex ideas, develop research questions and plan to reach ambitious objectives with maximum impact and clarity.

The “Professional Perspectives” module, in the Spring term will help you define and develop your professional identity and build your career objectives. You will explore the skills you need to succeed in contemporary workplaces, including large organisations and start-ups. You will explore professional communications, managing projects, collaboration, entrepreneurial and creative thinking, active personal and professional reflection and development. You will also learn strategies for how to plan your career, aware that concepts of work will become increasingly fluid as time goes on.

And in your last term, you will embark on your “Final Major Project”, which is the culmination of your master's course. You will integrate and apply the knowledge, experiences and thinking you have developed in your course to a project that you conceive and design. Your project should ideally be focused on your next professional steps – it can form part of your portfolio as you move towards work, further study or setting up a new business. It may be based on conducting research, solving a practical problem, or creating an artefact – or it may be a combination of all three. Whichever approach you choose, you will critically record and reflect on your intellectual, creative and investigative processes in detail. While you will have the support of your course tutors and an academic supervisor, as a postgraduate student you will be expected to develop and prove your ability to operate independently in both academic and professional settings.

**Special Electives:** You will be able to choose from a range of electives that go beyond your core discipline and gain even more future-focused skills. The Special Electives take a i) skills focus; ii) interdisciplinary focus; or iii) specialist subject focus and are designed to respond to your interests and emerging global trends. They are designed to be hyper-relevant to the world we live and work in – now and into the future. In this way, you will consider your core subjects from new angles or add more value to your personal brand with a secondary discipline or language.

Languages are central to the university's identity and throughout your degree you will be able to choose to study one of these: Arabic, Chinese, French, German, Italian, Japanese, Russian or Spanish. Language study enhances your personal and professional development. It enables you to understand and imagine new worlds and to communicate with others to build connections.

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 academic year for the course follows the regular university postgraduate calendar

- Autumn Term: September to December
- Spring Term: January to May
- Summer Term: May to August (where applicable).

Classes take place from Monday to Friday, typically between 09:00 and 19:00.



Assessments are scheduled throughout the academic year. Submission dates can be found on the Blackboard page of the module and in the assessment brief. General assessment periods are also noted on the postgraduate calendar: <https://www.regents.ac.uk/postgraduate-calendar-2024-25>

## Modules

Your course 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 of study, 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, workshops etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this course is indicated in Section 7.

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

## Course modules

Level 7		
Term	Core Modules	Credits
Autumn	LBM734 Luxury Branding and Communications strategies	20
Autumn	LBM736 Contextual and Conceptual frameworks for Luxury	20
Spring	LBM737 Entrepreneurship, Luxury Brands and Creativity	20
Spring	LBM735 Strategic management in the luxury sector	20
<b>Total Core module credits</b>		<b>80</b>
Term	Common Modules	Credits
Autumn	PER701, Masters' Perspectives	10
Spring	PER702, Professional Perspectives	10
Spring/Summer	IAE701 Final Major Project	60
<b>Total Common module credits</b>		<b>80</b>
Term	Elective Modules (for list of languages or special elective modules see table below)	Credits
Autumn	Languages Elective or Special Elective	10

Spring	Languages Elective or Special Elective	10
<b>Total Elective module credits</b>		<b>20</b>
<b>Total Credits for Level 7</b>		<b>180</b>
<b>Exit awards (if appropriate)</b>		
Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)		

<b>Special Electives and Language Modules</b>		
Please note, not all elective modules will be offered in every term, due to timetabling, resourcing and other constraints.		
<b>Term</b>	<b>Special Elective Modules</b>	<b>Credits</b>
Autumn/Spring	SEL701, Creating a Social Enterprise	10
Autumn/Spring	SEL702, Critical Thinking: A Path to Smarter Choices	10
Autumn/Spring	SEL703, Cybersecurity	10
Autumn/Spring	SEL704, Exploring and Redefining Artificial Intelligence	10
<b>Term</b>	<b>Language Elective Modules</b>	<b>Credits</b>
Autumn/Spring	Module codes as below: Language (Grades 1-6) Arabic: ARAXB1/ARAXB2/ARAXB3/ARAXB4/ARAXB5/ARAXB6 Chinese: CHNXB1/CHNXB2/CHNXB3/CHNXB4/CHNXB5/CHNXB6 French: FREXB1/FREXB2/FREXB3/FREXB4/FREXB5/FREXB6 German: GERXB1/GERXB2/GERXB3/GERXB4/GERXB5/GERXB6 Italian: ITAXB1/ITAXB2/ITAXB3/ITAXB4/ITAXB5/ITAXB6 Japanese: JAPXB1/JAPXB2/JAPXB3/JAPXB4/JAPXB5/JAPXB6 Russian: RUSXB1/RUSXB2/RUSXB3/RUSXB4/RUSXB5/RUSXB6 Spanish: SPNXB1/SPNXB2/SPNXB3/SPNXB4/SPNXB5/SPNXB6	10
Autumn/Spring	Module codes as below: Advanced Language for Professionals (Grade 7) Arabic: ARAXB7, Chinese: CHNXB7, French: FREXB7, German: GERXB7, Italian: ITAXB7, Japanese: JAPXB7, Russian: RUSXB7, Spanish: SPNXB7	10

Autumn/Spring	SPNXB8, Advanced Spanish through Film (Grade 8)	10
Autumn/Spring	ENGXB6, Business English: Professional Writing	10
Autumn/Spring	ENGXB4, Business English	10
Autumn/Spring	ENGXB5, Advanced Business English	10

#### 4. Indicative course structure diagram

##### Autumn Start – Level 7

Autumn Term Block 11	<b>LBM734</b> <b>Luxury Branding and Communications strategies</b> (Core) (20 Credits)	<b>LBM736</b> <b>Contextual and Conceptual frameworks for Luxury</b> (Core) (20 Credits)	Languages Elective <b>Or</b> Special Elective (Elective) (10 Credits)	PER701 Masters' Perspectives (Common) (10 Credits)
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Spring Term Block 12	<b>LBM737</b> <b>Entrepreneurship, Luxury Brands and Creativity</b> (Core) (20 Credits)	<b>LBM735</b> <b>Strategic management in the luxury sector</b> (Core) (20 Credits)	Languages Elective <b>Or</b> Special Elective (Elective) (10 Credits)	PER702 Professional Perspectives (Common) (10 Credits)
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Summer Term Block 13	IAE701 Final Major Project (Common) (60 Credits)
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## Spring Start – Level 7

Spring Term Block 11	LBM737 <b>Entrepreneurship, Luxury Brands and Creativity</b> (Core)  (20 Credits)	LBM735 <b>Strategic Management of Luxury</b> (Core)  (20 Credits)	Languages Elective <b>Or</b> Special Elective  (Elective)  (10 Credits)	PER701  Masters' Perspectives  (Common)  (10 Credits)
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Summer break (May – August)

Autumn Term Block 12	LBM734 <b>Luxury Branding and Communications strategies</b> (Core)  (20 Credits)	LBM736 <b>Contextual and Conceptual frameworks for Luxury</b> (Core)  (20 Credits)	Languages Elective <b>Or</b> Special Elective  (Elective)  (10 Credits)	PER702  Professional Perspectives  (Common)  (10 Credits)
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Spring Term Block 13	IAE701  Final Major Project  (Common)  (60 Credits)
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## 5. Exit awards

Exit (interim) awards can be conferred where:

- a) you withdraw from the University without completing all the credits required for your named award,  
and
- b) you have successfully completed the volume of credit at the relevant FHEQ level as indicated in Section 3 above,  
and
- c) subject to the decision of the relevant Progression and Finalist Board.

Available exit awards for this course are:

- Postgraduate Certificate (60 credits at Level 7)
- Postgraduate Diploma (120 credits at Level 7)

Exit awards are not available with classification.

The full criteria for these exit awards can be found in the Assessment and Course Regulations section of Regent's University London Academic Regulations.

[regents.ac.uk/policies](https://regents.ac.uk/policies)

Where classification of an overall award is possible this will be calculated upon completion of 180 credits at Level 7 as set out in the Academic Regulations.

## 6. Learning outcomes

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

Learning Outcomes will tell you what we expect you to know and/or be able to do once you have complete a learning process (e.g., a module, a level or the entire course) (QAA, 2018). Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

The learning outcomes that you will be expected to demonstrate at the completion of your studies are listed below. Each module that you will study has developed between two and four distinctive Module Learning Outcomes (MLOs). Each MLO is mapped against an equivalent Regent's Learning Outcome (RLO) from the list below. We have ensured that all the compulsory elements of your course assess in their totality all ten learning outcomes (see Section 17).

Level 7 Learning Outcomes	
RLO 1	<b>Collaboration:</b> Lead and negotiate professional networks to solve challenges in complex and ambiguous situations.
RLO 2	<b>Innovation:</b> Create and implement new value propositions combining intellectual curiosity and creativity.
RLO 3	<b>Professional Development:</b> Articulate a plan which encompasses opportunities for your continuing professional development.
RLO 4	<b>Decision-making:</b> Formulate informed decisions in complex situations using critical and reflexive thinking.
RLO 5	<b>Communication:</b> Communicate persuasively orally and/or in writing in multicultural and/or international settings.
RLO 6	<b>Digital Data and Tools:</b> Appraise and utilise digital tools and complex data in your professional and social contexts.
RLO 7	<b>Discipline Knowledge:</b> Critique and synthesise theories, concepts and facts at the forefront of your field of study relevant to the task.
RLO 8	<b>Discipline Skills:</b> Combine and employ advanced discipline-specific knowledge, techniques and tools for practical purposes.
RLO 9	<b>Interdisciplinary Perspectives:</b> Integrate different disciplinary approaches in proposing insights into multifaceted complex scenarios.

RLO 10	<b>Human and Environmental Impact:</b> Evaluate the impact of human activity, including your own, on people and on the environment to offer sustainable solutions.
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## 7. 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 course as listed in Section 2 and the intended learning outcomes in Section 6. 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 course, 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 [Regent's Learning, Teaching and Assessment Strategy](#) (LTAS) outlines the vision of Regent's pedagogic and assessment approach. It strives to provide you with a well-connected, future facing, entrepreneurial, cosmopolitan and personalised education whereby you can achieve your full potential.

The strategy is underpinned by three pillars, informed by the university's Strategic Plan, outlining the future trajectory of learning and teaching at Regent's. These are interwoven and based upon:

**Nurturing our students' individual growth**, recognising them as our partners and cocreators and helping them reach their full potential by addressing their unique needs and aspirations.

**Re-imagined curricula and assessments:** We develop durable research, thinking, human and entrepreneurial skills through inclusive, well-designed, innovative, future-facing curricula and assessments.

**Excellent teaching and transformative learning:** We deliver student-centred, interactive, and digitally enhanced learning & teaching that caters to diverse learning needs, challenges orthodoxies, and encourages alternative ways of thinking.

Your course is premised on the Regent's Curriculum model which defines the structural design of our postgraduate degrees and allows us to deliver the above learning and teaching priorities.

Your course provides you with in-depth knowledge and skills in your field through specialised subject cores whilst at the same time it exposes you to multi-disciplinary breadth through a range of future facing special electives and language options. Additionally, it develops your professional capabilities through an integrated approach to Industry and Entrepreneurship;

with modules that enable you to explore the world of work and engage you with real work challenges.

Your course therefore actively encourages you to connect all areas of your learning and build your customised, coherent high-impact learning narrative in the pursuit of a personal and professional mission.

The Regent's Graduate Attributes express our educational purpose and identity which is to ensure that Regent's graduates are:

- Collaborative and networked
- Creative and entrepreneurial
- Critical and Reflective
- Culturally and socially versatile
- Digitally agile
- Well-informed, skilled and fluent across disciplines
- Responsible and environmentally conscious.

To realise this purpose, we have articulated these Attributes into a set of ten observable and measurable university wide learning outcomes, The Regent's Learning Outcomes (RLOs). They were designed using national references to ensure that they are appropriated for the award of a UK degree and that your achievement is monitored against those national references. Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

We centre our teaching around your individual goals – identifying the skills and support you need to thrive. Interactive classes ensure you will have a high level of contact with tutors, enabling you to develop your individual goals and interests.

We use active and collaborative learning effectively and creatively, meaning you will always learn by doing – from taking part in tech labs and creative workshops to engaging with industry experts. It is an experiential and experimental approach that presents you with real-life and real-world challenges, facilitating teamwork, entrepreneurship and use of technology to learn about compelling issues, propose solutions to real problems and take actions. We also offer authentic and meaningful industry engagement, with opportunities to meet employers through such as guest lectures, live briefs, field trips and industry visits – giving you insights into real-world issues and enabling you to put theory into practice.

We offer a variety of practical teaching methods to direct your learning, support your understanding and drive engagement. They include:

- Immersive challenges
- Creative workshops
- Industry speaker events
- Creative masterclasses
- Seminars & tutorials
- Group research tasks

- Case preparation
- Technology supported work (chat/e-portfolio, etc)
- Student driven/negotiated sessions
- Accompanied/independent visits to venues/experience centres

You are expected to study independently alongside your scheduled learning and teaching activities. This includes preparation for scheduled teaching, wider reading, revision, research and completion of assessments.

In our increasingly diverse and multicultural societies, it is more important than ever for educators to incorporate culturally responsive instruction to you in the classroom -- whether that is at foundation, undergraduate or postgraduate level. And the increase of diversity doesn't only relate to race and ethnicity; it can include you as students from different religions, economic status, sexual orientations, gender identities, and language backgrounds. We take a holistic approach to recognising and celebrating diversity - where the programme team works closely with the university Human Resources and Internal Communications departments, and our Student Union. This is to ensure that staff and students work together in creating safe spaces and opportunities for understanding - which then feed into our course designs, teaching, learning and assessments. Fostering inclusion and awareness around multicultural education and taking a culturally responsive approach to teaching is really important to us and will benefit you as students. Not only does creating greater multicultural awareness and inclusion help students with different backgrounds and needs succeed, but it encourages acceptance and helps prepare you to thrive in an exponentially diverse world. Diversity in and out of the classroom will continue to grow, so it is essential we prepare you to adapt to an evolving world and embrace those different from yourself.

We recognise and celebrate diversity in a number of ways:

1. Ensuring that cultural awareness is promoted in the classroom starts with our tutors understanding each individual student. Our relatively small class sizes ensure that we can get to know you. We take the time to learn about your cultural background, hobbies, learning styles, and what makes you unique.
2. Aside from getting to know you, our class and personal tutors continue to maintain ongoing communication throughout the semester by scheduling 1-on-1 meetings with you to "check in" every so often.
3. We also believe that it is important to celebrate and respect your own diverse background, as well as each other's. When appropriate, our tutors will encourage students to research and learn about their own ethnic and cultural backgrounds -- especially when trying to incorporate into business contexts. This will allow you to better understand your own culture as well as the differences and nuances with your peers. Acknowledging these differences and creating a safe space for discussion helps us to promote an understanding in your classroom and beyond.
4. Whilst it is important to keep an open dialogue amongst you and your peers, it is equally as important to make sure we are all sensitive to everyone's culture, beliefs, and language concerns. So, we take the time to understand your cultural nuances -- from learning styles to the language you use -- and we use these insights to design



our lesson plans for you. These considerations will help ensure that you feel included, are given the space to learn in your own way and given a chance to succeed.

5. Furthermore, through the degree course, you will learn alongside students from diverse cultural and linguistic backgrounds. In every module, including those in the common curriculum modules, the language options, and the special electives, you will be actively invited to share your cultural standpoint on diverse topics, encouraged to appreciate other perspectives and stimulated to reflect on the benefits of learning and collaborating with such rich variety of backgrounds. This, you will be able to bring back into your business learning and into your future careers.

### **Breakdown of teaching methods by percentage per level**

The following breakdown is a guide to how much time you will spend doing 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' learning typically refers to timetabled sessions led by a member of academic staff, such as lectures, seminars, and tutorials.
- 'Practical' sessions are also timetabled and led by an academic member of staff, but are focused on learning through experience, e.g., role plays, simulations, field trips, studio or laboratory work.
- 'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments and writing.

Level 7	
Taught	20%
Practical	10%
Self-Study	70%

### **Course management and teaching staff**

The course is managed by a Course Leader who is responsible for the delivery, management and operation of the course on a day-to-day basis, under the academic leadership of a Director of Content. Staff are, in general, educated to master's or doctoral level and have relevant industry experience. In addition, most of our tutors hold a Fellowship of Advance Higher Education (Advance HE) from Fellow to Senior Fellow level. We also encourage and support our teaching staff to undertake the Postgraduate Certificate in Higher Education.

Tutors have a high level of academic experience, as well as familiarity with the industry. Our staff have studied and worked in a range of fields, such as digital marketing, consumer behaviour, social media and web analytics, data storytelling, and inferential analytic

methods. We also welcome guest lecturers to provide insight into the latest developments in the industry.

Staff on the course have published in a range of academic journals, authored books and industry publications.

You will be allocated a personal tutor, who will meet you on a one-to-one basis at various stages throughout the academic year and give you guidance and advice to support your ongoing personal and professional development throughout your studies at Regent's University London.

## Assessment strategy and methods

Assessment is a positive element of your education. We are committed to delivering authentic assessment and challenge-led learning. This ambition is reflected in our [Assessment Framework](#) where we outline the practices and expectations which will guide and enhance assessment, one of those practices being to move away from unseen written examinations as an assessment methodology and moving towards more authentic challenges. We're in the business of nurturing future leaders who can use what they've learned to shape the world – authentic assessment and real-world challenges create a safe lab for that learning.

Assessment can be a learning tool and a guide to **understand and evaluate** the quality of your work and your progress. Your course will offer a variety of assessment methods that support the learning required by the learning outcomes. We will provide you with feedback on your assessment performance to guide your learning journey. You will play an essential part in our assessment strategy as an active feedback recipient, and we will work together to determine how you can progress further from the feedback received.

There are some differences in the purposes of the assessment you will encounter: some assessments are formative, and others are summative.

**Formative assessments** will provide you with an opportunity to receive feedback on the progress of your work through the completion of an assessment or assessment tasks. These are developmental in nature as they offer information to help you identify next steps in learning and how to do better in future work which is why no grades are given. Formative assessments feed directly into summative assessments. All assessment tasks include formative assessment opportunities.

**Summative assessment** is the evaluation of your learning at a particular time, measured against specified learning outcomes. You will be awarded a grade and numerical mark for each summative assessment on each module. The grades you receive for assessed work on each module are added up to give a final grade for the module. Assessment also determines your suitability to progress onto the next year of your course and, at the end of the course, it enables the University to determine your degree award.

All assessments will incorporate effective and constructive feedback that relates to the module-specific or task-specific marking criteria previously made available in the

assessment briefs. Feedback for summative assessment will explain the reason for the mark given but it can also provide information about how to improve the work for future assessment tasks.

The table below lists possible ways your tutors will facilitate the delivery of feedback on your formative assessments:

Forms of Assessment	Ways to deliver feedback on formative assessments
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)
Project	Feedback from tutors/peers on demonstration/presentation of project drafts. Students make a record of key points and share 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

Please refer to the module specifications for further details of assessment strategy and methods. You will receive feedback in an orderly and timely fashion (approximately three weeks from submission date). We will notify you of the feedback release day in your assessment briefs.

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### **Breakdown of assessment by percentage per level**

The following breakdown is a guide to the types of assessment you will experience on your course through core/common modules. The exact amount of each assessment type will depend on the elective modules that you take.

<b>Level 7</b>	
Coursework	50%
Practical assessments	20%
Presentations	10%
Group Work	20%

## **Alternative forms of assessment**

Our aim is to design and deliver innovative, authentic and inclusive assessments throughout our curriculum. Students with a student support agreement (SSA) may be offered alternative forms of assessment, as an agreed reasonable adjustment. Where this is necessary, the Student Experience and Welfare Team will work with the relevant Course Team and Registry staff on a case-by-case basis to secure appropriate alternatives.

## **Ethical approval of research**

All research and other relevant academic activities conducted within and outside the University by students at Regent's University should comply with the University's Research ethics policies and processes prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, all industry live projects and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

### **8. Relationship to other courses**

Some courses share modules or have other connections to other courses. This is a guide to whether this is applicable for your course.

There are three common modules that are shared with all taught master's courses at level 7: Masters Perspectives, Professional Perspectives and Final Major Project. In addition, Special Elective and Language Elective modules are offered on all taught postgraduate courses, in addition to the subject core modules for the individual course.

### **9. 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 you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

**Ask Regent's** will be the first port of call for the majority of your needs. Staff there can either deal with your enquiry directly or point you to one of our services for more help.

Our support services include:

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

For more information about life at Regent's and the services we offer, visit:

<https://www.regents.ac.uk/student-life>

## 10. Learning support

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

If you require support or advice with regard to accessing campus facilities, please speak with our Student Experience and Welfare Team, part of **Ask Regent's**, so we can address your concerns. [Student support | Regent's University London](#)

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 individuals 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.

To support your studies and time at Regent's, there is a free mobile app which can be downloaded from the Apple or Android stores, which will provide information about the University, the campus and your studies.

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 Edu roam network, so you can connect to this service to access Wi-Fi worldwide.

For more about Regent's learning resources, visit: <https://www.regents.ac.uk/life-at-regents/learning-resources>.

## **11. Opportunities for personal development planning**

### **Extracurricular activities**

You will also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and the Students' Union are a great way to develop a host of skills and evidence demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

### **Careers, Enterprise and Industry**

The Careers, Enterprise and Industry team supports students' individual career aspirations through a personalised approach. We partner with students to help them to acquire attributes, tools and skills to be able to make informed decisions and manage their entire career.

### **Handshake – jobs, employers, events and resources**

We've partnered with Handshake – our careers platform – to offer you:

- Careers and enterprise resources – giving you all the information you need to succeed.
- Local and international jobs, internships, and placement opportunities
- Networking opportunities with companies of all sizes, as well as start-ups
- Careers and enterprise events and workshops
- The chance to create and build your own profile to personalise the type of content you see, the employers you engage with, and the types of job opportunities highlighted to you.

### **Placements and internships**

Students looking to undertake a placement or internship as part of their studies can receive support in developing their application, as well as advice and guidance when sourcing suitable placement and internship opportunities.

We also offer similar support for students who wish to enhance their learning by undertaking an internship during the summer period.

### **Careers appointments and drop-in sessions**

Students can book an appointment with a career consultant to discuss anything career-related or book some career coaching sessions as a student and/or after they graduate. They are encouraged to engage with the careers team as early as possible in their study. It

can take time to gather an array of career management skills, and to be empowered to explore options and plan their next steps.

Careers appointments are booked on Handshake and are either virtual on Handshake or in-person. Appointment types include, but are not limited to, career conversations, entrepreneurship and enterprise, career coaching, placements and Internships, applications feedback, and interview preparation.

The Careers, Enterprise and Industry team has an open-door policy. Students can drop in anytime during business hours to ask a quick question about anything careers, enterprise, or industry related.

### **Enterprise and entrepreneurship**

Regent's is excited to provide a comprehensive, entrepreneurial offer for students and graduates.

This flagship initiative is known as **The Founder's Programme** – a hands-on programme to support students and graduates interested in starting their own enterprise, with tailored guidance, access to live sessions with in-house consultants and guest speakers, mentoring, coaching and experiential bootcamps.

The programme is a dynamic, immersive learning experience where students will build the foundations of their start-up with a global team and get a chance to pitch to investors at the end of the programme – allowing you to network and connect with peers, alumni, industry leaders and start-up founders.

### **Huckletree Innovation Lab**

An on-campus, Innovation Lab centred around entrepreneurship and ecosystem which provides a base for students, staff and alumni with entrepreneurial aspirations. It also hosts tailored sessions and programmes to accelerate your entrepreneurial journey as well as opportunities for networking, investment and innovation.

### **Co-working spaces**

Regent's also offers a dedicated co-working space available on campus with an opportunity to work on your business idea while collaborating and sharing ideas with peers. We also have a strong network of partnerships with some of the most noted co-working spaces in the country.

## **12. Admissions information**

Details of current entry requirements can be found in the University's Admissions Policy on our website: <https://www.regents.ac.uk/policies>

## **13. 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 our website: <https://www.regents.ac.uk/admissions/visas-immigration>

## **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 7 above.

In order to continue with your studies, there are minimum requirements to be met to be able to progress at the end of the taught modules, prior to the dissertation/major project in your third term. 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.

<https://www.regents.ac.uk/policies>

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark.

## **15. Award criteria**

To complete your course, you will need to achieve 180 credits for a master's degree.

You must also meet the requirements of any specific regulations as stated under the assessment and progression regulations.

For further details on award requirements, please see the Academic Regulations, available on our website <https://www.regents.ac.uk/policies>. 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.

## **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: <https://www.regents.ac.uk/policies>



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

#### *Course (re)validations*

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

#### *Course modifications*

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

#### *Course monitoring*

In order to ensure our courses, continue to meet their academic and professional aims and objectives, Directors of Content/Course Leaders are required to prepare Continuous Improvement Planning Reports (CIPR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at content area and institutional level at least twice a year.

#### *Student feedback systems*

Students play a key role in the University's processes for enhancing the quality of our educational provision and the broader student experience. There are multiple ways for you to provide feedback on your experiences at module level (e.g., through questionnaires), course level (through course leaders), through student representatives and at course panel meetings. Student representatives are elected and sit on institutional committees such as Academic Committee.

#### *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 in the UK. External examiners review subject level assessment, attending subject boards, and can also attend progression and finalist boards in unrelated subject areas. We also have a Chief External Examiner with responsibility for oversight of the process and review of institutional level processes.

An annual external examiner report is produced at the end of every academic year at level 7. These are made available to students, normally through the CIPRs/course panel meetings.

## 17. Curriculum map

The following table indicates which core and common modules assume responsibility for delivering the learning outcomes detailed in Section 6.

Level	Module code	Module Title	RLO1	RLO2	RLO3	RLO4	RLO5	RLO6	RLO7	RLO8	RLO9	RLO10
7	PER701	Master's Perspectives		x		x					x	
	PER702	Professional Perspectives	x		x		x					
	IAE701	Final Major Project		x	x	x				x		x
	LBM736	Contextual and Conceptual frameworks for Luxury					x		x		x	
	LBM734	Luxury Branding and Communications strategies		x				x	x			x
	LBM737	Entrepreneurship, Luxury Brands and Creativity	x	x			x					x
	LBM735	Strategic management in the luxury sector				x		x		x	x	

