



Mission Statement

Regent's College seeks to foster Internationalism and Professionalism through the provision of appropriate, applied, academic programmes which embody a spirit of international understanding and mutual co-operation, allied to high level professional capability and responsibility.

The primary ambition of the College is to provide a uniquely stimulating, multicultural and plurilingual learning environment in which students aspire to become global citizens capable of contributing effectively and responsibly to a 21st century environment.

Introduction to the European Business School London

EBS London as part of Regent's College provides a unique educational experience, and is situated in the beautiful surroundings of Regent's Park in the heart of London. It combines rigorous undergraduate and postgraduate programmes in business and languages, study periods abroad in partner institutions throughout the world, work experience in a variety of company settings, and excellent graduate employment prospects.

Our students come from over 85 countries and join other international students within Regent's College. This highly cosmopolitan, multilingual, multicultural student group creates a dynamic environment for the design and delivery of our academic curriculum. At EBS London we are committed to the principle of embedding internationalism in the academic content of our degree programmes, and of capitalising on the richness and variety of the linguistic, cultural and educational backgrounds of our students. We firmly believe that a mature, responsible outlook for the future business leaders of the globalised economy of the 21st century is most effectively fostered through formal and informal interaction between students from a wide variety of nationalities from many different parts of the world.

Our multi-skilled, flexible and forward-looking graduates are much sought after by both multinational companies and SMEs. Most now work in high-profile jobs throughout the world, particularly in the fields of banking and finance, marketing and communications, public relations and consultancy. Increasingly, our graduates are also setting up their own companies as well as continuing a well-established trend of working in a family business. This high graduate employment level at EBS London, a key indicator of success, continues to be the guiding principle of our academic mission.

Whether you are following one of the undergraduate degrees in International Business, International Events Management, or one of our postgraduate Masters degrees (MA Management pathways, MA Luxury Brand Management, MSc in Global Banking and Finance or MBA in International Business) we are confident that you will be both intellectually challenged and culturally stimulated by the educationally unique experience of EBS London at Regent's College.

Martin Timbrell

Dean of the Faculty of Business and Management.

Welcome from the Programme Director

Welcome to EBS London at Regent's College and the MA Luxury Brand Management programme.

In recent years there have been major changes with luxury brands becoming globally available, and the term luxury and prestige permeating into a wide range of activities. Luxury and prestige companies' top executives need a specific kind of business expertise. This is because they have to manage, in a highly competitive international context, leading brands with a highly innovative and creative potential combined with a strong history and culture. Those who plan to work in luxury brand organizations have to be able to match the management and business skills with the culture and the spirit of what 'luxury' stands for in society.

The management of the development of these new areas of income is a high priority for companies. The traditional product/service value proposition is no longer adequate for reaching consumers; businesses must facilitate the enhancement of a seamless total experience for consumers, which determines whether products or services can create and maintain significant differentiation. To quote Carlo Valerio Chief Executive Officer of the Istituto Europa di Design, 'The luxury brand manager needs to combine the logic of business and marketing in particular with the irrationality and magic of creative design'. The programme has been designed with this in mind through the portfolio of core modules in the one year programme.

Another important feature of the programme is the strong link we have with our employing organisations, corporate relations and alumni. The MA will be supplemented with guest speakers from a range of businesses in the luxury and prestige industry. The programme also offers the student the opportunity to pursue areas of their own special interest through the modules Contemporary Issues in Luxury Brands and the Dissertation.

An significant feature of EBS London is its international and multi-cultural student body. This programme of study aims to accommodate various teaching and learning strategies to reflect the diverse cultural perspectives and mature learning environment. The programme is also aimed at students coming from a liberal arts background as well as the traditional business school route.

This handbook is a resource for you throughout the programme. It contains information about the modules you will take, the format of the programme, description of the modules, the skills and levels of competence that will enhance your understanding, the lecturers who will teach you and the rules and regulations of the school. On graduation you will be able to apply the principles of the programme in the professional context of the industry. We hope you will find your time with us here in London rewarding, and we encourage you take full advantage of the many resources available to you during your course of study.

Welcome!

John Harrison

Department of Business and Management

EBS London / Regent's College

EBS London is part of Regent's College, which is a company limited by guarantee registered in England and Wales with charitable status. It is governed by a Board of Trustees. The Trustees are the directors of this company and have ultimate responsibility for EBS London. They delegate the day-to-day management of EBS London to the Chief Executive and the senior management team, including the Dean. The Dean is not a member of the Board of Trustees.

The Trustees work with the Chief Executive and the senior management team at EBS London to ensure the smooth running of your course whilst you are at EBS London. The College Senate is responsible for academic matters.

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This document is prepared ahead of the academic period to which it relates in order that potential applicants can have an overview of the programme for which they are applying. As a result, some changes are inevitable, such as courses being amended or certain fees that students are required to pay being increased. Other rules and regulations, such as assessment regulations, may also be changed as required. EBS London reserves the right to make such alterations or amendments as necessary. Any offer of a place is made on the basis of current terms and conditions, and it is important that you are aware of these terms before accepting your offer of a place on the programme. If you are unclear about any of the terms or conditions, you must ask the Admissions Officer before you confirm your acceptance. By accepting a place at EBS London, you are agreeing to abide by the rules and regulations of EBS London and Regent's College.

This handbook aims to give you basic information about what is required of you, what you can expect and where and how to get help. It explains how you can find information you require as a student and summarises key points concerning your progress as a student. The notes in this handbook explain complex issues which are set out in EBS London and Regent's College's Regulations and are not a substitute for reading the rules and regulation policies of EBS London and Regent's College. The summaries in this handbook do not take precedence over EBS London and Regent's College's Regulations. 'Regulations' means all the Regulations and policies in force at the time relating to Regent's College and EBS London.

Factual Information

Accredited Institution:	European Business School London, Regent's College
Course Leader:	John Harrison
Qualification:	MA Luxury Brand Management
Programme Type	Specialist Modular
Date of (Re) Validation Event:	
Date of Programme Commencement:	September 2010
Approval Status:	Validated until Academic Year (subject to validation)
Delivery Site:	European Business School – London (Regent's College, Central London)
Entry Points:	Two per annum September and January
Notional Learning Time:	1,800 hours
Mode of Study:	Full-time, 12 month duration
Total Credit Value:	180 CATS points
Main Subject or Disciplinary Components:	Core modules
Maximum Period of Registration:	Four years
UCAS Code:	TBA (full-time variant)
Relevant QAA Subject Benchmarks:	QAA Level Descriptors QAA for Masters Awards in Business and Management and SEEC Level Descriptors
Accreditation by Professional Bodies:	Regent's College is a partner institution of the Open University. Undergraduate and postgraduate programmes in the European Business School London are validated by the Open University. EBS London is recognised by the British Accreditation Council and the Department for Innovation, Universities and Skills
Awarding Body:	Open University

I Programme Specification

I.1 Programme Specification

I.1 Qualification **MA**

I.2 Title **Luxury Brand Management (LBM)**

I.3 Programme type **Intensive Specialist Modular, with all core modules**

I.4 Benchmarking
 Quality Assurance Agency (QAA) Level Descriptors
 QAA for Masters Awards in Business and Management
 Type I-A (Specialist, Career-Entry)
 South East England Consortium for Credit Accumulation and
 Transfer (SEEC) Level Descriptors
 HE4 and Dearing Level 7

I.5 Educational Aims

The programme aims to prepare individuals to become effective managers in a study that involves:

- a) Enabling the students to cover the key contemporary areas of study and research that are core to Luxury Brand Management through the common modules all of which are core to the programme
- b) Promoting critical and reflective debate around the current discourse in the management of Luxury Brands their design and operation
- c) Teaching and learning in a manner that facilitates self-direction, personal responsibility, initiative and ethical awareness
- d) Establishing an analytical research-based approach to learning that is initiated, managed and owned by the students, and has international context synonymous with Luxury Brands
- e) Translating theory into practice by presenting current empirical research (cases, articles, fieldwork, etc) so as to enhance managerial knowledge and skills in a manner appropriate to the area of Luxury Brand Management
- f) Providing students with a portfolio of relevant knowledge, attributes and skills that meet the needs of all potential managers working in a field of Luxury Brands

- g) Enabling students to carry into their careers technical mastery and relevant knowledge, as well as an ability to analyse critically so that they may take creative and effective decisions
- h) Achieving technical mastery of high-level skills

1.6.1 Outcomes Based Learning

Like all degree Programmes at EBS London, the MA is based on a concept called "Outcomes Based Learning". This breaks up the educational activity into categories of knowledge and ability that consist of specific things a student should know and be able to do upon completion of the programme.

Each outcome is assessed at various points during the course of the programme, and you will be told in advance of each module exactly which outcomes are being assessed, as well as how and why, using a code based on the table below.

For example, you might be told that an essay is set in order to assess your knowledge and understanding of the chief theories pertaining to a particular subject area (Outcome A1), to assess your cognitive skills in evaluating how applicable those theories are in a given practical situation (Outcome B4) and so on.

3 Programme Specification

1.6.2 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, and productive way.

1.6.3 Benchmarking of Outcomes

The MA programme design and expected outcomes are based on the QAA and SEEC descriptors for Masters level (HE4 and Dearing Level 7) for knowledge and skills, plus the QAA Subject Benchmark for Masters Programmes in Business and Management.

1.6.4 Programme Learning Outcomes

Programme Learning Outcomes (PLOs) for the MA Luxury Brand Management.

The tables below and on the next page are an important guide for determining what is expected of you in assessment, and in the learning process generally. You will need to refer to it consistently throughout the programme.

PLO Knowledge and Understanding:

A

- 1 Demonstrate deep knowledge and understanding of management in general, and the management Luxury Brand in particular
- 2 Place the management of Luxury Brand within a wider organisational and contextual framework as part of reflective practice
- 3 Critically reflect upon current issues and thinking along with techniques applicable to research in relation to luxury brand management
- 4 Critically evaluate a range of contemporary and pervasive issues which may change over time: illustrative examples within the area of Luxury Brand Management perspective may include design, innovation, creativity, enterprise, business ethics, knowledge management, financialisation, e-commerce, values and norms
- 5 Demonstrate critical awareness and an ability to question contemporary issues, debates and management practices relating to the development and management of luxury brands

PLO Intellectual and Cognitive Skills:**B**

- 1 Master the theoretical perspectives on Luxury Brand Management and understand how to apply them
- 2 Master the applications within the MA across a range of specialist skills relevant to organisations in the field of luxury brands, in which specialist managers may operate
- 3 Master critical awareness of current published research and research methods
- 4 Critically demonstrate the integration of the MA Luxury Brand Management with modern management theory
- 5 Engage with contemporary theoretical foundations of ethics and value management in the domain of luxury brands

PLO Transferable Skills:**C**

- 1 Apply effective research skills within the business and management context in general, and within the management of luxury brands context in particular; individually and within teams
- 2 Apply effective communication skills within business and management context in general, and within the context of luxury brand management in particular; individually and within teams in the role of player or leader
- 3 Analyse, synthesise and evaluation of Luxury Brand management decisions
- 4 Achieve strategic positioning of knowledge and skills appropriate to luxury brand management within a complex environment
- 5 Demonstrate the ability to interpret, to conceptualise and evaluate critically the literature, objects, artefacts and images and to relate them to practice within luxury brand management

PLO Practical Skills:**D**

- 1 Receive and act on critique from others and oneself for effective problem solving
- 2 Evaluate and review critically your own strengths and weaknesses with the aim of self development and positive change for the future
- 3 Act as a change agent, rather than a passive recipient of information, by creating unique opportunities in interdisciplinary and multicultural settings
- 4 Generate new ideas in unpredictable and unfamiliar situations by being flexible and adaptable
- 5 Provide constructive and critical feedback to others in a positive and courteous manner

5 Programme Specification

1.7 Assessment

Assessment for the programme as a whole is based on a wide-ranging combination of coursework (module-work), including examinations and a Dissertation or a Consultancy Project. The approach utilises modern assessment instruments and encourages student involvement in self and peer assessment.

Alpha Grade	% Mark Equivalent	Significance
A	70-100	Outstanding (Distinction)
B	60-69	Good (Merit)
C	50-59	Satisfactory (Pass)
MF	45-49	Marginal Fail, but repairable with re-work
F	44 or below	Fail (Re-take)

At the end of the programme students will receive a grade of Pass or Fail, with no specified percentage score or alpha mark. Additional grades of Pass with Merit or Distinction will be given for work of good or exceptionally high quality.

To pass the programme as a whole, a student must pass each module, including the Dissertation or Consultancy Project with a minimum grade of "C", equating to a Total Module Mark (TMM) of 50% or above.

Please see Section 10 of this handbook for details on the philosophy and general criteria of assessment, classification criteria for assessment and specific regulations relating to assessment.

EBS London students are required to comply with Regents College Assessment Regulations for examinations which can be found on page 52 of this handbook.

7 Programme Specification

1.8.1 General Structure of the MA Luxury Brand Management

The programme is full time and is divided into three semesters. .

The following is an exemplar of the structure. For more details please refer to the relevant modules that you wish to pursue.

The modules for the MA in Luxury Brand Management can be illustrated as follows:

Modules *(note 1)*

BUS404	Research Skills and Methods
DSM401	Principles of Luxury
MKT401	Consumer Behaviour
MKT402	Marketing Management of Luxury Brands
DSM403	Managing Luxury Brands
LAW401	Intellectual Property Law
FIN401	Financial Management
DSM402	Creative Foundations of Luxury Brands
MKT406	Integrated Marketing Communications
MKT407	Contemporary Issues in Luxury Brand Management
MKT405	Distribution and Channel Management
EVM401	Endorsement and Sponsorship
LBM401 / PLP401	Dissertation/ Consultancy Project Workshops

All modules are core modules + Dissertation or Consultancy Project

Note 1:

All students will be prepared for both Dissertation and the Consultancy Project through the Research Methods Module and workshops organised by Careers and Business Relations.

Students will be allowed the choice of each option. Those choosing the consultancy project will pursue gaining work experience to support the consultancy project with the support of Careers and Business Relations. If a student fails to gain a satisfactory placement they will then pursue the dissertation.

9 Programme Specification

1.8.2 General Structure and credits

The general structure of the programme is as follows:

All modules are core. There will be 6 modules in Semester 1 and Semester 2

Semester 1

BUS404	Research Skills and Methods
DSM401	Principles of Luxury
MKT401	Consumer Behaviour
MKT402	Marketing Management of Luxury Brands
DSM402	Creative Foundations of Luxury Brands
MKT406	Integrated Marketing Communications

Semester 2

MKT407	Contemporary Issues in LBM
DSM403	Managing Luxury Brands
LAW401	Intellectual Property Law
FIN401	Financial Management
MKT405	Distributions and Channel Management
EVM401	Endorsement and Sponsorship

Semester 3

LBM401 / PLP401	Dissertation / Consultancy Project
	Dissertation Workshops

A participant will be awarded the MA in Luxury Brand Management after having successfully completed 180 CATS credits in the programme, of which 60 have been obtained through the successful submission of the Dissertation/Consultancy Project.

	CATS Credits	ECTS Credits
	10.0	5.0
	10.0	5.0
	10.0	5.0
	10.0	5.0
	10.0	5.0
	10.0	5.0
	10.0	5.0
	10.0	5.0
	10.0	5.0
	10.0	5.0
	10.0	5.0
	10.0	5.0
	60	30
Total	180	90

II Academic Calendar

Week Commencing	Week	Event
20/09/2010	0	Induction and Registration Autumn 2010 New Students: 20/09/10
27/09/2010	1	Classes commence: 27/09/10
04/10/2010	2	
11/10/2010	3	
18/10/2010	4	
25/10/2010	5	Assignment Week
01/11/2010	6	Programme Committee Meeting 3/11/10
08/11/2010	7	
15/11/2010	8	Draft exam timetable published Distribution of student feedback questionnaires Timetabling projections compiled by Registry
22/11/2010	9	
29/11/2010	10	Assignment Week
06/12/2010	11	
13/12/2010	Exams & Presentions	
20/12/2010	Break	
27/12/2010	Break	
03/01/2011	Break	Online registration opens for returners
10/01/2011	Break	
17/01/2011	Break	
24/01/2011	0	Induction and Registration New Students: 24/01/2011 Returning Students: 27/01/2011
31/10 /2011	1	Classes commence
07/02/2011	2	Provisional results
14/02/2011	3	
21/02/2011	4	
28/02/2011	5	Assignment Week
07/03/2011	6	
14/03/2011	7	Course Committee Meeting
21/03/2011	8	Distribution of Student Feedback Questionnaires

Week Commencing	Week	Event
28/03/2011	9	
04/04/2011	10	Assignment Week
11/04/2011	11	
18/04/2011	Break	
25/04/2011	Break	
02/05/2011	Exams & Presentations	
09/05/2011	Exams & Presentations	
16/05/2011	Break	
23/05/2011	Break	
30/05/2011	Break	
06/06/2011	Break	
13/06/2011	Break	
20/06/2011	Break	
27/06/2011	(D1)	September 2010 starters Dissertation Supervision and Development
04/07/2011	(D2)	
11/07/2011	(D3)	
18/07/2011	(D4)	
25/07/2011	(D5)	
01/08/2011	(D6)	
08/08/2011	(D7)	
15/08/2011	(D8)	
22/08/2011	(D9)	
29/08/2011	(D10)	
05/09/2011	(D11)	Submission of Final Dissertation / Consultancy Projects - September 2010 Starters
12/09/2011	(D12)	Consultancy Project Presentations
	Break	
	Break	

13 Teaching and Learning

3 Teaching and Learning

3.1 Masters Level Teaching, Learning and Assessment Philosophy

The programme team believes there are six key requirements for the successful completion of the MA. These are:

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

The acquisition of the above requirements, are critical for the development of both independent thinking and autonomous learning - in other words, a Masters level student.

3.2 Teaching and Learning Methods

The MA 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, individual and group tutorials. There is much emphasis on student self-directed study, crucially in the dissertation/ consultancy project.

3.3 Lectures and Seminars

Lectures and seminars are the common method of delivery and operate from the assumption that you, from your undergraduate study and/or personal experience, 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 you as a learner are sufficiently advanced that some of those gaps can be filled through independent learning, with minimal tutor input. It is still accepted that both lectures and seminars will provide a solid underpinning foundation for the learning, and that lectures will be supplemented by handouts and directed reading (usually one or two refereed articles or other substantial literature).

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

You are expected to lead seminar discussion around each article, prompted by the tutor but not relying on him or her. We will assume that you will not only have read the relevant article, but will also have followed up on referenced background reading.

3.3.1 Tutorials and Supervision

Tutorials and supervision form an important part of the learning process. Each module tutor will provide individual and group support for the students undertaking their module, and will arrange individual and/or small group tutorials as and when required. Small group tutorials and group work in general provide stimulus through exposure to others viewpoints, as well as wider access to current scholastic information emanating from students' studies.

3.3.2 Structured Workshops

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

- a) Exercise initiative and personal responsibility
- b) Apply decision-making techniques in complex and unpredictable situations
- c) Focus on issues of ethics, professionalism and continual professional development

3.3.3 External Specialists

This is an essential element in the teaching and learning methods and will be used to provide academic and practitioner support for many modules.

To ensure that the course content reflects contemporary issues and allows you to experience a broader understanding of critical concepts, invited academics and practitioners will contribute to learning development by way of:

- a) Lectures
- b) Complex case-study material
- c) Facilitation in structured workshops or as
- d) Resources to consult within student seminar or group-work

15 Teaching and Learning

3.4 Dissertation / Consultancy Project

Students will undertake one of the following:

1) Dissertation:

The dissertation is a major research-based activity centred around concepts that have been studied in the core and specialist modules. Students will develop their ideas and focus on the research not only from the core knowledge but also from experience and existing and developing interests in the field. They will be guided and tutored by the appropriate member of staff. There is a separate handbook for the dissertation module.

Or

2) Consultancy Project:

The Consultancy Project which is an alternative to the dissertation, then is a major applied research based activity. It is designed to give students a minimum of 30 days work experience in a Luxury Brand Company. Students will evaluate the activities of the host organisation and carry out a work based consultancy project and devise recommendations that will benefit the organisation or industry.

Both of these are part of the MA programme that underpins all of its philosophical aims, as well as being the most important component (worth 60 credits). In undertaking the dissertation, you are expected to select a topic of your choice.

While you will be supported by module tutors and Dissertation / Consultancy Project supervisors, it is your own responsibility to meet the required standard for the Dissertation / Consultancy Project, by:

- a) Learning about the chosen topic
- b) Carrying out a literature review
- c) Constructing a hypothesis and or research questions
- d) Controlling the design and planning of the research through feasibility studies
- e) Undertaking qualitative and/or quantitative data gathering, description, analysis and interpretation
- f) Delivering the dissertation.

In accordance with QAA M Level descriptors, studying at Masters level at EBS London requires you to shift your emphasis from a passive to an active learner; from relying on judgments of others to forming your own judgment, and from utilising the research of others to undertaking your own research. In determining which topics to deal with in the dissertation, you will be required to:

- a) Exercise judgment in considering the feasibility of a subject
- b) Determine the usefulness to your study
- c) Consider the overall relevance to the broad area of Management that you are studying
- d) Justify its importance as an area of study
- e) Import a substantial range of current research and scholastic activity

Rationale for the MA in Luxury Brand Management 16

Overall, it is the dissertation/ consultancy project more than any other element of the programme that will reinforce the teaching strategy aimed at encouraging self-directed learning.

For this reason, preparation for the dissertation begins relatively early in the programme structure, with the aim of reinforcing the importance of autonomy at Masters level.

Please note, that as the pre-requisite for this module is Research Skills and Methods, you will be required to pass the Research Skills and Methods module before embarking on your dissertation.

4. Rationale for the MA in Luxury Brand Management

Until the 1950's watershed, luxury was the preserve of the very few; the very rich and those born to expect privilege. In the post-war period, and progressively throughout the second half of the twentieth century 1990's, things changed. Whereas in the earlier period the major players in the luxury prestige world were family-owned companies that used to be called 'Maisons' or luxury houses, this was not the case anymore and, at the turn of this last century, most luxury brands have become globally available and are now part of fewer than half a dozen major international groups. The luxury industry has arrived and needs a new breed of managers.

Luxury and prestige companies' top executives need a specific kind of business expertise. This is because they have to manage, in a highly competitive international context, leading brands with a high innovative and creative potential combined with a strong history and culture. Those who plan to work in luxury have to be able to match the management and business skills with the culture and the spirit of luxury.

The management of the development of these new areas of income is a high priority for companies. The traditional product/service value proposition is no longer adequate for reaching consumers; businesses must facilitate the enhancement of a seamless total experience for consumers, which determines whether products or services can create and maintain significant differentiation.

17 Overview

Overview:

The influence of Luxury Brands and how they are managed are examined in this programme through their unique influence, value, and functions. The nature of this specialised subject requires that it be taught at a masters level where participants come from varied backgrounds - for example, marketing, hospitality, finance and creative industries. The programme is an intensive programme and deals with the issues of creation and design to the management and maintenance of iconography. The degree prepares you for a career in the world of luxury brands and business. The programme has a 'practitioner' focus developing professional and personal competence as well as management skills in the international world of luxury brands. The programme will equip you with a wide range of key skills, accelerating your personal and professional development in a range of different industries with the convergence of arts and brands. The MA Luxury Brand Management consists of 3 semesters of which students will undertake 6 modules in semester 1 and 6 modules in semester 2. This semester introduces you to the underpinning topics concerned with luxury brand management and the context within which they operate. A particular feature of the programme is the optional consultancy project, which takes you into the world of work.

The final part of the programme, semester 3, involves you undertaking a dissertation / consultancy project in the area of luxury brands, to be decided by you with your tutor.

Students need the appropriate skills and knowledge to successfully complete all the research in their projects. However the modules also prepare you for the final dissertation / consultancy project by giving students the opportunity to learn skills and techniques they need. It also encourages students to plan their final dissertation /consultancy project by developing a focused and coherent research proposal.

To view the general structure of the programme please see page 9.

Module Details:**Research Skills and Methods****Module code: BUS404****CATS credits: 10****ECTS credits: 5**

The M.A. degree requires students to use the range of skills involved in conducting small and larger-scale research projects across modules and this module specifically introduces students to the skills, appropriate methods and techniques for conducting and evaluating research. The specific emphasis is on preparation for a dissertation which is an option later in the programme and all students are required as the assessment tool for this module to produce a fully-documented research proposal. The lectures and workshops, however, will also be designed to identify and demonstrate research skills, methods and techniques appropriate to the other option, that of a consultancy project. The further development of the skills identified as specific to the consultancy project will be supported by workshops run within that module.

Key research skills common to both options, and to the writing of the research proposal, are identified as: understanding of the process of research and its different methodologies, critical thinking and the construction of logical arguments, critical analysis of the literature of a research area, appropriate writing style, correct citation methods and an understanding of the constituent elements of research design.

19 Module Details

Principles of Luxury

Module code: DSM401

CATS credits:: 10

ECTS credits: 5

In order to engage with luxury brand management, it is crucial for students to understand the concept of luxury itself. This module provides a platform to explore the notion of luxury, its conception, its influences and historical positioning. It delves into the interplay between need and desire and its impact on formulating the idea of luxury. It explores the importance of luxury as a value in the society's self-definition versus individual's process of identity construction. Positioned on such foundations, the notion of luxury brand is developed, where the module curriculum supports the investigation of the creative processes communicating luxury and how a brand attains luxury status. Furthermore, the module looks at the cultural definition of luxury and how it is created and used in an organization by probing into cultural significance of luxury and the cultural fabrication of the sensual and prestigious. Upon successful completion of the module students should not only be able to discuss and reflect upon the current notion of luxury and its implications for business organization and the process of branding. They should develop their own conceptual framework for defining and questioning what is luxury and its implications for brand management.

Intellectual Property Law

Module code: LAW401

CATS credits:: 10

ECTS credits: 5

The emergence of intellectual property as a foundation of the information age and its role in securing the diverse benefits of the new digital technologies in industry and commerce are imperative to the areas of luxury design and brand management (GUCCI case 2009 Hong Kong, Google case in the UK, 2009 and Trademark cases in Australia 2009), where creativity and innovation are at the forefront. This module will delve into these 'global' issues surrounding luxury brands, examining, exploring and critically appraising the ever growing interest in protecting 'intellectual rights and ideas', whilst highlighting this important link between business and design with luxury brand management.

Marketing Management of Luxury Brands

Module code: MKT402

CATS credits:: 10

ECTS credits: 5

This module critically analyses and reflects on the marketing strategies of Luxury Brands in a variety of industry sectors and provides a rigorous outline for the effective management of luxury brands. The module rationalises and critiques luxury brands which have become extremely profitable through the use of their particular marketing strategies. The module will look at the differences in marketing luxury branded products and services from what happens at the mass market level. The module will also address the limitations and difficulties for luxury brands of target marketing and segmentation, nevertheless such issues need to be overcome in order to make the tactical decisions around such issues as positioning. This raises issues surrounding the fundamentals of traditional marketing concepts, and turns the basics of marketing upside down. The Four C's model is more consumer-oriented and attempts to better fit the movement from mass marketing to the niche luxury market and satisfying the consumer. Furthermore Luxury Brands need a specific approach to marketing management, (particularly in new markets such as China and India which will be addressed in the module). Finally the module will consider the need to sustain status whilst achieving profitability.

21 Module Details

Financial Management

Module code: FIN401

CATS credits: 10

ECTS credits: 5

This module introduces students to the requisite skills and appropriate methods / techniques for understanding, evaluating, and conceptualising various financial aspects in a particularly strong context; the luxury brand. The module aims to prepare students for the management of luxury brands, by developing and improving key skills in management from a finance point of view, regressively connected to other aspects of management in general. Students will be expected to practice and apply the skills in the seminar / workshops corresponding to lectures. The Seminar / workshops are designed around a central focus on developing skills and acquiring knowledge to conduct financial management in luxury brands and the ability to help you learn and validate various elements of finance, and generate ideas for your dissertation in the broader MA context. The purpose of eight six week module is to provide an overview, discussion, and practice on the main aspects of finance in luxury brands, which could also be used as a basis for the MA dissertation. Each session is organised around key skill areas in this process with recommended reading for discussion and further self-study.

Consumer Behaviour

Module code: MKT401

CATS credits: 10

ECTS credits: 5

Consumer behaviour within the context of the consumption of luxury products and services is complex and is influenced by many factors. A thorough analysis and understanding of these factors allows organisations to plan effective marketing activities suitable to their target markets.

This module enables students to understand the importance of consumer behaviour in the process of marketing luxury goods and services. A variety of key aspects contribute to this understanding. Firstly, the module aims to establish an appreciation of the individual psychological factors that influence the purchase of luxury items such as apparel and jewellery and services such as holidays and fine dining. Secondly, this understanding is further developed by an examination of the environmental factors that guide and induce conspicuous consumption such as the role of reference groups in forming attitudes towards the acceptance of luxury brands. Thirdly, the processes of consumption behaviour; or the chronological stages that customers progress through when searching for; deciding upon, purchasing, consuming and disposing of luxury goods will be examined. The module will focus upon the importance of value and retention focused marketing when dealing with the consumers of luxury products in order both to support premium pricing and encourage repeat purchasing.

EBS London MA Luxury Brand Management Handbook 2010-2011

Managing Luxury Brands

Module code: DSM403

CATS credits:: 10

ECTS credits: 5

The practically focused module explores how one develops and applies brand identity, design process and brand development, within a unique framework of luxury branding. This also includes the marketing of luxury services, which is wide in terms of specific areas of growth in the luxury arena from financial services, leisure tourism and hospitality, and concierge services, most of which have a strong international dimension. Products in the design sense such as fashion, automotive, luxury packaged goods and lifestyle products for example, will also be examined in this context.

This module analyses the methods of sustaining and developing a brand's iconography and expressive perspective through design management. Students learn the identification of a luxury brand's DNA and the application of such into new ventures and developments. Craftsmanship is the hallmark of all luxury brands and this is equally true within the service area and all should extol the qualities, values and standards that belong to the brand. Furthermore the communication of a brand is studied from the perspective of the image and the management of its contact to market. Students learn how marketing and creative industries can work together in communicating a luxury brand. The program illustrates the transfer of designed luxury and messages from the brand's product or service to the transition in the market; and the translation from conception to brand launch.

Students will understand the differences in the marketing of services which is quite different from marketing physical products; the difference arises in the design of the extended marketing mix and its implementation. However, products often tie in with services, so we will also explore that link.

23 Module Details

Contemporary Issues in Luxury Brand Management

Module code: MKT407

CATS credits: 10

ECTS credits: 5

Currently, providers of luxury goods are undergoing a paradigm shift in the way in which organisational processes are conducted: all the way from the creative process, manufacturing processes, creating a sustainable product identity, to the product launch process and other marketing processes.

What was once a market with small manufacturers and family run businesses purely catering for royalty and aristocratic figures, has now been shaped by many influencing factors, most importantly: Globalisation and emergent markets where demand for luxury products is increasing exponentially in some cases. The vast increase of wealth around the world and the creation of what is termed the 'super wealthy segment'. The widely accessible credit allowing middle class segments access to luxury products. This has many implications due to the problematisation which conspicuous consumption motivations runs into as a result of the dissonance caused in terms of status signals.

The introduction of the 'mastige' product segment which blurred the boundaries between 'luxury' and 'mass end' products. The advent of new technologies, whose influence is increasingly shaping product presentation, competitive dynamics, consumer reach, among other opportunities. A thorough understanding of the impact of such factors and their implications luxury businesses will allow business leaders to be better equipped to forecast, predict and prepare for future issues and challenges. Secondly, an understanding of such factors allows organisations to coordinate and unify the organisational mix of processes and activities to strengthen and maintain the 'luxury' quality and image of their products and services.

This module enables students to understand the problems which are unique to the current luxury market. This includes processes which impact organisational identity and positioning in the market such as distribution, pricing, communication tools, product development processes, and customer relation management among other activities which can impact the 'luxury' quality of the brand.

Students will be heavily engaged in research based activities in order to gain an in depth appreciation of the current and future trends, issues, and challenges existing in the luxury market.

Integrated Marketing Communications

Module code: MKT406

CATS credits: 10

ECTS credits: 5

Marketing communications is vital in supporting any brand, but it is especially relevant for luxury brands due to the fact that the market is very mature, with established and new players competing for a very sophisticated customer. Luxury brands exist in a unique market niche; requiring a much more targeted approach to marketing communications in order to create a firm positioning strategy. Thus, the integrated marketing communications would give the 'one voice' to the once separated marketing communications mix and enable a luxury brand to create and commute the singular identity to the chosen consumer. Luxury brands are now able to capitalise on a variety of marketing communications tools incorporating traditional means of advertising and public relations, personal selling and product endorsement, to sponsorship and digital medium. As the market evolves, it is vital to understand the benefits of each of the marketing communications tools in order to create a strong single image for a luxury brand.

Creative Foundations of Luxury Brands

Module code: DSM402

CATS credits: 10

ECTS credits: 5

Creative foundation is the work of an individual or group and is the essence, and origin, of a luxury brand. This foundation is the seeding of luxury [product/service] as the new venture from which the brand will emerge. This module is the exploration of the creative vision translated into a business. The key aspect of the module is the practical application of skills in identifying original ideas that have value in the luxury market. The module is the process from ideation to application in fostering creative individuals/groups and the management of knowledge in an entrepreneurial context. Students will use their own point of focus on the luxury market. Identifying an emergent product or service with focus on the creative initiator; working on the methodology in developing/nurturing (managing) creative output successfully for the luxury market.

25 Module Details

Distribution and Channel Management

Module code: MKT405

CATS credits: 10

ECTS credits: 5

Problems arising as a result of poor communications between marketing and sales executives often result from a poorly designed or implemented distribution channel strategy. A well-designed distribution channel strategy takes into account the linkages between both the sales teams' activities with channel partners and the marketing management teams' efforts to improve reach and service to end users - the customers and consumers.

This module addresses the specific needs of luxury consumer goods and services companies selling through highly selective channels as well as other intermediaries seeking to preserve their role in this increasingly fluid channel structure. The module demonstrates how to build a consistent framework which unites both marketing and sales efforts in a collaborative learning environment.

Endorsement and Sponsorship of Events

Module code: EVM401

CATS credits: 10

ECTS credits: 5

This module provides an overview of endorsement and sponsorship within a variety of luxury brand industries and markets including the automotive sector, clothing, jewellery, travel and tourism sectors. Students will investigate how, given current tough economic trading conditions and competitive marketing environments, organisations frequently use endorsement and sponsorship to strategically target different consumer groups, and evaluate the success of such activities. The module examines ways in which business organisations use sponsorship to raise or increase brand awareness, build an image, and maintain relationships with stakeholders, not only to achieve corporate or marketing objectives but help organisations in their continuous striving for business continuity. Furthermore, it investigates the origins and current developments of sponsorship and endorsement, and analyses the place of sponsorship within an integrated marketing communications mix. Additional discussion is given to sponsorship and endorsement as a set of rights, and proposes the development of effective sponsorship programmes within the organisation's communication strategy.

Dissertation/Consultancy Project

The students will also undertake one of the following options :

Consultancy Project

Or

Dissertation

Consultancy Project

Module code: PLP401

CATS credits: 60

ECTS credits: 30

This module is important because students will undertake a work based project in a sector of the luxury brand market. Students are expected to undertake research into a problem or issue related to Luxury Brands and devise recommendations that are likely to benefit the organisation and / or industry sector. At the end of the project placement the participating student will have undertaken a reflective journal, applied researched and written a report that is practical and useful for the placement organisation. Further to this students will undertake a presentation to both Module Tutors and representatives of the placement organisation. Students undertaking the project will gain applied knowledge.

Students will negotiate a work related project prior to their placement with the sponsoring company on an area agreed between both parties. Students will be expected to take a high degree of responsibility for their own learning. The learning and teaching strategy will build on the inter-dependent and independent learning skills that will have been developed in the whole programme.

The project will be carried out in the final semester of study, it will build on previous knowledge and understanding and should integrate learning that has occurred on the MA in an appropriate working environment.

Please note:

The Careers and Business Relations department are supporting students in their search for a suitable placement, beginning with a workshop held in induction week. This is followed up by more employability workshops and one-to-one consultations as part of the department's Career Planner programme.

Dissertation

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Dissertation

Module code: **LBM401**

CATS credits:: **60**

ECTS credits: **30**

At postgraduate level students need to demonstrate their ability to critically evaluate current research and demonstrate self-direction in identifying and tackling problems of a complex nature. The dissertation gives students on this programme the opportunity to demonstrate independent thought and evaluation, yet with the help and under the guidance of a supervisor.

Students choose a topic that may be related to their career aspirations and bring together the knowledge and understanding gained through the various modules on the programme to identify a problem, investigate and throw light on their chosen topic, drawing in particular on the skills developed in the Research Methods module in their consideration of the appropriate methodology, and drawing on current research and advanced scholarship in the discipline.

The dissertation allows students to demonstrate that they are able to conduct research that is rigorous and to apply creative solutions to complex problems.

29 Research Workshop

Research and Consultancy Workshops

Practical research workshops, and tutorials will also be run to further assist you (and reinforce your Research Skills and Methods module undertaken in the first semester) in planning the dissertation. These workshops will further develop critical thinking, data analysis and logical planning and help in your Dissertation or in your Consultancy Project. These are non examined support workshops.

5. Learning Environment

5.1 Programme Directorship and Management

The Programme Director, in consultation with Associate Dean of Quality and Operations, is responsible for overseeing the academic delivery of the Programme and ensuring that Teaching, Learning and Assessment strategies are met. In this task, the Programme Director is supported by academic staff and by the administrative team.

5.2 Academic staff

Academic staff with specialist knowledge of areas within the field, deliver appropriate elements of the course in accordance with the specified teaching, learning and assessment strategy. Appropriate administrative staff support the academic management of the course.

5.3 General

Regent's College aims to provide appropriate support to students at all times and to ensure that any information they may require regarding his/her studies is available.

There are key members of staff, both academic and administrative who are able to provide information on all aspects of the programme of studies.

5.4 Faculty Registry

The Faculty Registry is the central administrative office supporting all courses and programmes and is also responsible for monitoring and maintaining quality assurance.

31 Learning Environment

5.5 Quality Assurance and Enhancement

Regent's College (EBS-L) is dedicated to continually develop and enhance the quality arrangements. Of particular importance is the need to achieve greater impact on improving student academic output. This has required the development of a system that both 'assures' and 'enhances' quality.

This is led by the Associate Dean of Quality and Operations enabling quality issues across EBS-L programmes to be dealt with efficiently. The Associate Dean of Quality and Operations has regular contact with Student Representatives but does not teach on the programme.

The Associate Dean of Quality and Operations has ultimate responsibility for programme quality enhancement on the MA in Luxury Brand Management. Management.

6. Research

The aims of research support are to:

- a) Enable Regent's College to engage in scholarly activity so as to create new intellectual capital such as articles, books, teaching materials - especially to contribute to the delivery of the Masters programmes
- b) Stimulate applied research, especially about entrepreneurship, global banking and finance, and European cultural and linguistic studies
- c) Help in bridging specialisations and disciplines to create new intellectual capital that is practical and credible
- d) Enable researchers to link with scholars and practitioners at other institutions

33 Student Support Services

6. Student Support Services	Programme Director	Head of Student Support Room T201	Business and Management Faculty Registry Room T008	
6.1 Whom To See				
Programme				
Academic Queries	•			
Administrative Queries			•	
Timetabling			•	
Transitional arrangements		•		
Work Placements				
Module				
Academic Queries *	•			
Administrative Queries			•	
Assessment				
Module Assessment	•			
Results/Transcript			•	
Procedures for Academic Appeals			•	
Extended absence from classes	•	•		
Personal				
Advice on personal issues with regard to academic studies	•	•		
Information on support services available on site.			•	
Fees & Financial Aid				
Payment of Fees				
Student Loans, Grants & Awards			•	
General				
Academic References	•			
Accommodation				
Confirmation of Enrolment			•	
Extra-Curricular Activities				
Graduation Ceremony			•	
Registration			•	
Student Records – Amendments to Personal Details			•	

* In the event of an academic issue within a module, students should first consult the module tutor and then, if necessary, the Programme Director.

35 Student Support Services

6.2 Student Support Services

Regent's College wishes to ensure that effective support systems are in place for you during your studies. The Head of Student Support, Academic Advisors, Programme Directors, Faculty Registry, the Student Centre, Student Representatives, and various support services are available to provide you with support and advice on a variety of issues.

6.3 Programme Directors

Each programme has a designated Programme Director who, with the support of colleagues, is available to offer support to students on a wide range of matters.

6.4 Head of Student Support

Pastoral Care

If you encounter any difficulties during your studies or have personal problems which are interfering or may interfere with your work or attendance, the Head of Student Support will be able to provide you with support and advice within a confidential setting.

6.5 Disabilities

The Head of Student Support liaises with the Central Disability Officer with regard to students who have disclosed a disability.

General

The Head of Student Support liaises with the Student Council and Student Representatives on a regular basis concerning general queries and/or concerns students may have. The Head of Student Support is a member of the Course Committee and, when possible, attends Student Council Meetings.

Contact details:

Pam Taylor

Head of Student Support

Room: Tuke 201

Telephone: +44(0)20 7487 7593

e-mail: taylorp@regents.ac.uk

7. Admissions

7.1 Introduction

Regent's College endeavours to provide an admissions procedure ensuring the selection of students who have successfully achieved the necessary outcomes in a field of study that has provided prior knowledge and skills as an appropriate foundation to the Masters Programme being offered here. The development of the procedure is informed by the following documents:

- a) The QAA Code of Practice for the assurance of academic quality and standards in higher education,
Recruitment and Admissions
- b) QAA Subject Benchmarks for Masters Awards in Business and Management, Draft 4
- c) OUVS Handbook for Validated Awards
- d) Regent's College Quality Handbook

7.2 Aim

To operate an admissions procedure that ensures equal opportunity of entry for students coming onto the MA programme of study.

7.3 Objectives

- a) To apply fair, clear and explicit entry criteria that ensure no applicant will be unjustifiably, directly or indirectly, discriminated against
- b) To apply consistent entry criteria that enables valid, reliable and unequivocal selection decisions to be made.
- c) To ensure that all promotional materials are relevant, accessible and provide information enabling applicants to make informed decisions appertaining to choice of Masters programme
- d) To ensure that selection decisions are made by those individuals who are equipped to make the decision
- e) To ensure that applicants are fully aware of the criteria for selection and the performance indicators within the selection procedure that will determine the likely success of the application
- f) To employ selection criteria that will effectively predict the likelihood of the applicant successfully achieving the Masters qualification

7.4 Language Requirement

As the degree will primarily be delivered in English, all candidates whose first language is not English will be required to demonstrate evidence of proficiency in the language - a minimum of 6.5 IELTS or 575 TOEFL.

37 Admissions

7.5 Direct Entry

In order to be considered for the MA programme, every applicant should normally achieve the following criteria to the satisfaction of the Programme Director and Admissions.

1. BA or BSc degree or non-UK equivalent with a grade of 2:2 or above in a business, management or design discipline. The course leader has discretion to allow students with a non-business background to join the programme if the applicant is able to demonstrate relevant experience or sound understanding of the subject area through interview
2. Fluency in English (see 7.4 Language Requirements above); it is also desirable for applicants to have knowledge of a second language

7.6 Exceptional Entry

Whilst it is expected that the majority of applicants for the MA will enter the course through the normal entry route, opportunities exist for applicants to be considered through the exceptional entry route. This route is particularly for academically qualified applicants who have acquired an initial, non-relevant degree and/or relevant professional qualification, who are able to demonstrate that their relevant work experience compensates for the first degree, being in a non-equitable area. In order to be selected for a place on the course through this route, the applicant must achieve the following:

1. A 2.2 degree in any subject and two years relevant work experience in an organizational setting OR a relevant professional qualification (e.g. MCIM) and three years relevant work experience
2. The production of a satisfactory Personal Statement of Learning
3. A successful formal interview with the Postgraduate Admissions Panel

Definition of 'two years' Relevant Professional Experience.

Applicants will be expected to demonstrate the following:

1. That they have a work role closely related to the Luxury Brand Management
2. That their work role is either managerial or administrative, but not clerical
3. That they are able to produce written testimonials that are relevant and fully support their application

Definition of 'two years' Relevant Work Experience

Applicants will be expected to demonstrate the following:

1. That they have a work role that is directly related to the MA in Luxury Brand Management programme;
2. Either through personal control of an entrepreneurial undertaking in Luxury Brand Management or in managerial position with a luxury brand organisation.
3. Which in either instance has been held for at least two years.

8. Enrolment and Registration

8.1 Enrolment

Students enroll online via the student record system SITS prior to registration day. This allows students to check personal details and confirm payment of fees using the SITS system's web-based function.

8.2 Registration

Official Registration Day

Regent's College has an official Registration Day for returning students at the start of each semester. Registration Day is normally the Thursday prior to the Monday that classes are scheduled to commence. This allows students two days to settle in, collect results, collect timetables (and have them amended if necessary), and ensure that they are prepared to start classes promptly on the following Monday. All students are required to register on the official Registration Day in order to avoid disruption to classes.

Registration day for new students is on the first day of induction week.

Following registration there is a programme of induction prior to the commencement of classes in the following week.

8.3 Late Registration

Students should not make any arrangements such as work placements, holidays, etc. which will cause them to be late for the official Registration .

Any requests for an exemption from the late registration fine due to extenuating circumstances must be addressed in writing to the Commercial Administrator, Laura Kerr.

8.4 Maximum Registration

All students are expected to complete their degree in the prescribed time for their allotted programme. However, in documented cases of extenuating circumstances, the School may extend the length of time for completion by a further three academic years. The School reserves the right to ask any student who has not completed their degree within the allotted time to leave the programme.

39 Enrolment and Registration

8.5 Timetables

The Faculty Registry is responsible for providing each Masters student, with an individual timetable at the beginning of each semester that shows the times and room numbers of their classes. Timetables are issued during the registration period.

Timetabled periods are one hour; and start on the hour (you may have two or three consecutive periods for the session). A class will be expected to finish 10 minutes before the end of a session to allow for transit between classes.

Students who have any queries or concerns about their timetable must go to the Faculty Registry as soon as is reasonably possible and no later than the end of Week 1 of the semester.

All enquiries concerning timetables should be made to the Faculty Registry situated in Tuke 008 (ground floor).

8.5.1 Changes to Timetable / Module Registration

In some cases amendments may need to be reasonably carried out due to timetable clashes or failures in modules. The student is responsible for checking that he/she has been assigned the correct modules.

Any change to a student's timetable issued during the registration period requires the approval of the Faculty Registry. This process is only valid if completed by the end of Week 1 in each semester until 5pm on the Friday of the first week of classes.

It should be noted that students cannot change elective modules they have previously chosen, or change allocated seminar classes.

8.6 Withdrawal from a Module Registration

A student may withdraw from a module up to the end of the fourth week of the classes (in the case of year long dissertations, fourth week of the second semester). This process requires the approval of the Faculty Registry, and the Programme Director.

8.7 Checking Credits / Degree Audit

Students are responsible for ensuring that they accumulate the correct number of credits required for their programme. In order to assist students in this ongoing process, the Faculty Registry will provide students with an up-to-date transcript of results on request.

9. Deferral of Studies

Students may temporarily interrupt their academic studies through emergency or personal reasons provided they have notified and obtained approval from the Programme Director and have informed the Faculty Registry.

9.1 Deferral Approval

Students seeking to take a break in studies should notify the Faculty Registry. This process requires the approval of the Programme Director.

Deferrals in study are approved on a semester by semester basis. Normally, students cannot take a break of studies for more than two consecutive semesters.

It is the responsibility of the Programme Director to inform the Faculty Registry Administrator supporting the specific programme of study whether approval has been given or not.

10. Refunds

Students who begin a course and then wish to withdraw must advise the Faculty Registry (roomTake 008).

Accreditation, alumni and registration fees are not refundable. Refunds of tuition fees will be made in full only if notification of withdrawal is received in writing from the student before the official Registration Day for the academic semester that has been pre-paid. Refunds will be made by cheque within 45 days of receipt of a valid request for a refund.

Students who begin a programme and then withdraw by the end of the fourth week of the academic semester; must make a request for a refund in writing to the Commercial Manager; within two weeks of their official withdrawal (in writing) from the school.

Refunds of the full semester tuition fees will be made on the following scale:

- Withdrawal within the first two weeks after the official registration date: 80% of fees
- Withdrawal within the third week after the official registration date: 60% of fees
- Withdrawal within the fourth week after the official registration date: 40% of fees
- Withdrawal after the fourth week after the official registration date: no refund

If a student is suspended or expelled from EBS London due to misconduct, no refund of fees for that academic semester shall be paid. Refunds of tuition fees are made payable to whomever paid the fees to EBS London.

41 Assessment

11 . Purpose and Philosophy of Assessment

11.1 Preamble

High quality assessment, which is high in validity and reliability, is an essential element of the student learning experience. By reliability we mean that assessment must be accurate and repeatable: the processes for the designing, setting, marking and moderation of assignments must be transparent and consistent. By validity we mean that assessment must be effective in measuring the intended learning outcomes. This may mean that the assessment tasks will reflect the nature of the subject.

Assessment enables students to demonstrate that they have fulfilled the objectives of the MA programme of study and achieved the standard required for the validated award from the Open University. Assessment must reflect the achievement of the individual student in fulfilling these objectives, and at the same time relate this achievement to a consistent national standard for awards. The course team has ensured that the assessments, in their scope and character, reflect the programme specification in general and the programme learning outcomes in particular. The system of assessment aims at a transparent exposition of what constitutes an appropriate level of achievement, given the demands upon students.

11.2 Purpose of Assessment

Assessment for the programme as a whole is based on a combination of module-work, both during the semester and in exam periods, and a dissertation. At the end of the programme students will receive a grade of Pass or Fail, with no specified percentage score or alpha mark. An additional grade of Pass with Distinction may be given for work of exceptionally high quality.

To pass the programme as a whole, a student must pass each module including the Dissertation/Consultancy Project with a grade of C or above. Without a passing mark in all modules, a student will fail. A mark of Pass with Distinction may be awarded to students who achieve a mark of A in at least four modules, an A in the Dissertation/Consultancy Project, and no lower than B on all other modules - or otherwise at the discretion of the Programme Director.

11.3 Philosophy of Assessment

The assessment strategy has been developed in conjunction with the aforementioned Teaching and Learning Strategy. Assessments are designed to support a student who can manage independent self-directed learning and operate autonomously in planning and implementing tasks. The programme moves the student towards full autonomy, whereby he/she takes full responsibility for managing his/her work.

Altogether, the purpose of the postgraduate assessment strategy is to provide a set of consistent, transparent, institutional Masters level benchmarks and measures that academic staff can implement and students can achieve through largely self-directed work.

The effective assessment of students is one of the most crucial aspects for the delivery of a postgraduate programme of study. This section aims to outline the ways in which the course team intends to ensure that:

- a) Open University policies and regulations concerning assessment are followed
- b) The assessment objectives of the postgraduate programme are fully met
- c) Students are appropriately assessed to the level

Furthermore, the course team has ensured that assessments in their scope and character fully reflect the range of course aims and objectives. At the same time, they have ensured that the level of assessments is appropriate and that they demonstrate progression in depth and complexity. For this purpose, the course team intends to utilise the framework for higher education qualifications in England, Wales and Northern Ireland (January 2001), developed by the Quality Assurance Agency. More specifically, they intend to draw on the section, 'Descriptors for a qualification at Masters (M) level: Masters Degree' as the key determinant of Regent's College assessment strategy at M Level.

The course team's thinking has been further informed by 'The Revision to the SEEC Descriptors' (April 2001) from the South East England Consortium for Credit Accumulation and Transfer and the conference 'Developing Masters Courses' (Oxford Brookes University; April 2001). Furthermore, the assessment strategy, building on the 'Teaching and Learning Strategy', reflects the background and type of students coming onto the programme. In this respect, application of assessment relating to industrial and commercial practice will be greatly encouraged. However, the key focus of the strategy will be on the assessment of student critical thinking and awareness; their ability to develop analytical, dialectical and rhetorical argument, supported by reference to current research, particularly refereed journals.

43 Assessment

11.4 Generic Criteria to be assessed for a Masters Level student

- a) The student is incorporating a systematic knowledge of current issues and critical awareness most which is at the forefront of research
- b) The student is operating at the boundaries of knowledge
- c) The student uses some of his/her own research data to support arguments
- d) The student is able to demonstrate originality in the solution of very complex problems
- e) The student produces at least one piece of work that builds on existing knowledge, or shows some originality of outcome or method of enquiry
- f) The student is able to formulate his/her own hypothesis or research problem
- g) The student can engage in epistemological debate and discriminate between methods
- h) The student is able to critically interpret and evaluate a range of research work from differing perspectives
- i) The student can engage in debate with the academic community relevant to the discipline
- j) The student has a technical mastery of M Level skills
- k) The student works autonomously with the minimal degree of tutor facilitation
- l) The student's work is underpinned by reference largely from refereed research output
- m) The student can import ethical procedures and practices into their work with reference to relevant professional bodies.

Assessment of module-work and the Dissertation/Consultancy Project must meet the general assessment criteria for assignments presented above. Tutors will also be expected to produce an assignment front sheet for the students that will include at a minimum:

- a) The assignment criteria to be met
- b) A list identifying the Masters level generic criteria that are specifically being assessed in that piece of work.

This general assessment strategy is intended to ensure that all Masters Level generic criteria will have been undertaken by every student and thoroughly examined by tutors. Each tutor will be expected to present a copy of his/her assessment criteria to the Programme Director, who will monitor the assessment of the programme to ensure that all Masters Level objectives have been covered.

11.4.1 Submission of Module-work Assessments

Unless otherwise specified in module documentation, modulework assessments must be submitted to the BAM Registry office on the ground floor of Tuke Building, room 008 by the deadline indicated by the module tutor. All submissions must be accompanied by a Module-work Cover Sheet completed and attached to the front of the assessment.

Should the Registry office be closed (ie. after 5pm), module-work assessments should be submitted through the letterbox situated near the office entrance door. Module-work Cover Sheet will be available by the side of the letterbox.

All module-work assessments submitted when the Registry office is closed, via the letterbox, are collected when the first person arrives on the morning of the next working day (this time varies, and is not necessarily 9am when the office officially opens); these assessments are date stamped as submitted on the previous working day.

11.4.2 Penalties for Late Submission of Module-work / Assessment

In the event of a late submission of module-work / assessment without justification, the following penalty will be applied:

- If the assignment achieves a pass mark or above, it will be capped at 50%.

In the absence of submitting a request for extenuating circumstances, no modulework / assessment will be accepted for marking beyond two weeks after the submission date.

11.5 Exam and Test Assessment

Once a student commences an examination or test, he/she has deemed themselves fit to take the examination or test, and cannot subsequently make a retrospective claim for extenuating circumstances.

45 Assessment

II Module Assessment Criteria

	Context, Rationale and Organisation	Analysis, synthesis, evaluation	References
General Statements	The student is able to operate in complex and unpredictable, possibly specialised contexts, and has an overview of the issues governing good practice. If working individually will exercise imitative and personal responsibility. If in group setting work effectively as a group member: Is a self critical learner.	The assessment demonstrates the depth and systematic understanding of knowledge in specialised/ applied areas. Ability to synthesize and evaluate from research and findings. The assignment is expressed in a coherent and precise manner:	Sourcing and application of relevant models and frameworks. Proper academic standards of citation and reference. References backed up in the bibliography.
A Range Distinction (70% - 100%)	Demonstrates an analytical conceptualisation of the context, rationale and process. Able to identify and discusses the pertinent issues in depth. If appropriate, the ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions. Has a comprehensive understanding of techniques / methodologies applicable to their own work. If in a group has demonstrated that they can work effectively as a leader or member.	Excellent analysis and well justified evaluation of theories and concepts. Provides outstanding interrogation of these issues, models, and / or frameworks etc applied in a way that supports explanations, analysis etc, that cover the entire scope of the assessment. Coherent realistic interpretation of incomplete or contradictory areas of knowledge. Offers well founded cautious personal interpretations with original insights. Clear objective evaluation and reflection. Methodology justified with limitations provided. Illustration by use of well-chosen examples.	Provides a critical review of a wide range of frameworks, models. Accurate and full references using the Harvard Referencing system used to support analysis, discussion, etc usefully extending the scope of the taught material. If necessary evidence of primary research conducted. At this level at the forefront of the academic discipline. This is backed up in the bibliography.
B Range Merit (60% - 69%)	Appropriately organised. Identifies pertinent issues and discusses them effectively. If appropriate, some awareness of the implications of ethical dilemmas. Has sound understanding of techniques / methodologies applicable to their own work. If in a group has demonstrated that they can work effectively as a member. Limitations in terms of methodology or self evaluation not fully explored.	Models/Techniques used are relevant but may lack justification. Some identification linked to analysis of relevant results. Methodology and assumptions may need justification & critical analysis. Understanding of the issues are evident but not fully explored. Some examples provided.	Relevant ancillary resources identified but not exploited fully. Reading list could be enhanced or broader in terms of sources, e.g. websites, referred journals, etc. Over reliant on secondary sources of information.

Presentation	Integration of relevant theory and practice	Conclusion (& if appropriate, Recommendations)
<p>Work clearly structured, with a variety of sources such as tables. If in group setting can engage in academic and professional communication with others. Also reflective of own and others to improve performance. Expressed in a coherent and precise manner.</p>	<p>The report is clearly organised in such a way as to demonstrate critical understanding of the relevant theoretical concepts and applying these in the appropriate setting.</p>	<p>The production of conclusions that logically follow from the analysis, together with justified recommendations (if appropriate)</p>
<p>Effective report structure including introduction and conclusion sections. Useful titles to sections. Clear written presentation, organized. Formal writing style, including introduction and conclusion sections. Accurate use of language and appendices (supporting documents). Error free spelling and grammar. Effective and attractive layout. Effective integration of tables, diagrams, etc. If appropriate has worked as a key member in a group environment.</p>	<p>Exceptional use of results of analysis to derive (typically) a comprehensive proposal, answer or solution. Theories and models applied across the main areas in a way that supports the explanations. Evidence of reading around the subject area and outstanding ability to articulate the main variables. Synthesizing information in a manner that may be innovative. Ability to delve into relevant professional experience that are well justified by analytical results and other evidence. Can demonstrate self direction and originality in problem solving.</p>	<p>Work of outstanding quality showing perceptive and critical thought. Successfully draws together the various points made, and the main strands of the argument. Honest and insightful appraisal of own work that emphasises the key issues impacting on the main conclusions. Demonstrates that effective learning has taken place, and if possible identifies opportunities for further learning.</p>
<p>Appropriately and carefully presented. Communicates effectively throughout, but may require minor editing to bring it up to the highest standard. Grammatical errors and syntax. Has made a positive contribution in a group setting. Has worked effectively as a group member.</p>	<p>Effective analysis of relevant knowledge and understanding of the theories and models applied across the main areas, in a way that supports the explanations. Could be more critical of the various theories and applying these into practice. Demonstrates a very good ability to articulate the main concepts across the main areas.</p>	<p>Work of good quality showing knowledge, understanding and application. Conclusions and recommendations could be enhanced. Relevant and honest self-criticism that identifies the likely impacts on conclusions. Learning has taken place.</p>

Continued
over leaf

47 Assessment

	Context, Rationale and Organisation	Analysis, synthesis, evaluation	References
C Range Satisfactory (50% - 59%)	<p>Adequate structure showing awareness of pertinent issues but with some discussion or commentary. If appropriate, limited awareness of the implications of ethical dilemmas. Has limited understanding of techniques / methodologies applicable to their own work. If in a group has demonstrated that they can work but not without conflict as a member.</p>	<p>Limited range of models/ techniques applied. Use may not be completely appropriate or accurate. Inability to comprehend the full range of variables and issues. Links to the analysis may not be explicit. Examples (if provided), may not be appropriate.</p>	<p>Relevant ancillary resources identified but not used effectively. Reading list limited and at superficial level. Over reliant on secondary sources of information.</p>
MF Range Marginal Fail (45% - 49%)	<p>Not yet competent standard and is referred for further development. Not demonstrated evidence of understanding the key issues, and has not taken initiative & responsibility in either individual or group setting.</p>	<p>Not yet competent standard and is referred for further development. Sub-marginal analysis, synthesis and evaluation.</p>	<p>Not yet competent standard and is referred for further development. Would require evidence of wider reading and editing to bring it up.</p>
F Range Fail (0% - 44%)	<p>Could be a non-submission of work, or work handed after the due date, or an unsatisfactory level of work.</p>	<p>Unsatisfactory, must be re-done entirely.</p>	<p>Unsatisfactory, must be re-done entirely.</p>

Presentation	Integration of Relevant Theory and Practice	Conclusion (& if appropriate, Recommendations)
<p>Appropriately and carefully presented. Communicates effectively throughout, but may require minor editing to bring it up to the highest standard. Grammatical errors and syntax. Has made a positive contribution in a group setting. Has worked effectively as a group member.</p>	<p>Effective analysis of relevant knowledge and understanding of the theories and models applied across the main areas, in a way that supports the explanations. Could be more critical of the various theories and applying these into practice. Demonstrates a very good ability to articulate the main concepts across the main areas.</p>	<p>Work of good quality showing knowledge, understanding and application. Conclusions and recommendations could be enhanced. Relevant and honest self-criticism that identifies the likely impacts on conclusions. Learning has taken place.</p>
<p>Satisfactory report, with a possible number of omissions or errors. These do not interfere with the communication of ideas, but do not enhance the quality of the assignment. Presentation has a number of flaws that need remedying.</p>	<p>Descriptive selection of a range of techniques, models applied in a way that supports the explanations and analysis that covers the scope of the assignment at a satisfactory level.</p>	<p>Adequate but pedestrian work. Shows evidence of the use of a limited number of references. Covers some areas for opportunities for further learning.</p>
<p>Not yet competent standard and is referred for further development. Would require substantial improvement in either the written work or presentation to bring it up. Unsatisfactory, must be re-done entirely</p>	<p>Limited description of techniques and models. Application not linked to the theory, or the application is not thought through. Scope of the assignment does not reach the competent standard & referred for further development. Unsatisfactory, must be re-done entirely</p>	<p>Not yet competent standard and referred for further development. No self-criticism evident or superficial learning has taken place. Unsatisfactory, must be re-done entirely</p>

49 Assessment Classification and Criteria

12. Assessment Classification and Criteria

12.1 Classification of the taught modules and the Dissertation /Consultancy Project

For each module within the programme, including the Dissertation, students will receive one of the following alphabetical grades:

Alpha Grade	% Mark Equivalent	Significance
A	70-100	Outstanding (Distinction)
B	60-69	Good (Merit)
C	50-59	Satisfactory (Pass)
MF	45-49	Marginal Fail, but repairable with re-work
F	44 or below	Fail (Re-take)

To pass the programme as a whole, a student must pass each module, including the Dissertation/ Consultancy Project with a minimum grade of "C", equating to a Total Module Mark (TMM) of 50% or above. The Total Module Mark is achieved by averaging the sum total of each component that contributes to the assessment of the learning outcomes of the module.

Each assessment for a module is either given equal weighting, or may have specified weightings for each assessment component. Each component of an assessment must achieve a minimum threshold of 40% or above in order to demonstrate that a student has reached a minimum level of competency.

Where there is more than one assessment component in a module and where a student achieves a mark between 0% and 39% in any assessment of a module, then the student will be deemed to have failed the module overall and will be required to retake the module in its entirety at the next available opportunity.

12.2 Classification of the MA programme as a whole

At the end of the programme students will receive a classification of:

- a) Distinction
- b) Merit
- c) Pass
- d) Fail

12.2.1 "Pass" Award

A classification of Pass will be awarded for the programme as a whole if each module, including the Dissertation/Consultancy Project, has been given a grade of 'C' or above.

A classification of Fail will be given for the programme as a whole if one or more modules, including the Dissertation/Consultancy Project, have been given a grade of 'F'.

12.2.2 'Merit' and 'Distinction' Awards

The normal requirements for a Masters award with Merit or with Distinction

- A student who has been credited with at least 180 defined credits at Level M will normally be awarded the Masters degree
- A student who has achieved a credit-weighted aggregate mark of at least 60% may be considered for the Masters award with Merit
- A student who has achieved a credit-weighted aggregate mark of at least 70% may be considered for the Masters award with Distinction
- A viva voce examination may be required at the discretion of the Programme Director in consultation with the Module Leader
- Otherwise in marginal cases at the discretion of the Final Assessment Board

51 Assessment Classification and Criteria

12.3 Compensation for students who are due to graduate

The Final Assessment Board when classifying students, may, having consideration of a student's overall profile of marks, award a compensated pass in respect of one module in which the student has failed.

The purpose of the Compensation regulation is to offer an opportunity for the Final Assessment Board to award a "Compensated Pass" to a student who is due to graduate and who has narrowly failed in one module in his or her final semester. A student who achieves a TMM of between 48 - 49% will be considered for a "Compensated Pass". The consideration of the Board will be that the overall profile of the student merits compensation and the student's graduation will otherwise be delayed.

Students are NOT eligible for a Compensated Pass for their Dissertation

The transcript will still show the original final TMM but will be denoted by a 'CP' to illustrate that this is a 'compensated pass'.

12.4 Assessment Criteria for the Module-work

Assessment of the taught modules is based on the expected learning outcomes declared at the outset in the module descriptors, and will therefore vary from module to module. The MA will rely primarily on qualitative forms of assessment, due to the nature of the material for study.

Assessment is at the discretion of the lecturers and moderators, if any, are involved in the assessment process. Marks may be given for a variety of assessment methods, including but not limited to the following:

- a) Activities in class
- b) Presentations
- c) Papers
- d) Essays
- e) Simulation exercises
- f) Fieldwork
- g) Research-based projects
- h) Written or oral examinations with seen or unseen questions
- i) Any other form of learning with a measurable outcome

13. Assessment Regulations

The regulations governing assessment of the Masters programme conform to those of the Open University Handbook for Validated Awards and are informed by the Level M Descriptors of the Quality Assurance Agency (QAA). They also conform to the College's 'Assessment Strategy' and to the 'Quality Enhancement Handbook'.

All assessment for the Masters programme goes through a rigorous procedure at both module and institutional level. At module level, all assessed pieces of work within a module will be moderated, while Dissertations/ Consultancy Project are marked twice. At institutional level, structured assessment boards are in place, with appropriate external examiners appointed to approve and moderate overall marking. The Final Assessment Board alone has the power to confer awards.

13.1 Communication of Results

Students will receive a full transcript of their results within a reasonable time after the Subject Board following the end of each semester. The transcript will contain:

- a) a statement of the modules completed with an alphabetical grade against each module;
- b) a statement that all marks are 'subject to ratification by the Final Assessment Board'

The Final Assessment Board will meet at the end of every degree programme, following the submission of all work assigned to students for each programme as a whole. At a reasonable time following each meeting of the Final Assessment Board, students will be issued with a ratified transcript, stating the modules taken and the grades given (on a Fail/Pass/Merit/Distinction basis).

13.2 Progression

Students need to pass all modules in order to graduate with an MA in Luxury Brand Management. Where a student does not achieve an overall Pass in a module then the following regulations on a Marginal Fail (MF), Fail (F) and retakes will apply.

53 Assessment Regulations

13.2.1 Marginal Failure (MF)

The mark of MF stands for "Marginal Fail" and denotes work in a module (or modules) that failed to meet the minimum standard to pass (mark of 50%) but which has a TMM of between 45% and 49%.

If a student receives a mark of MF in a piece of coursework and/or exam, s/he will be given one opportunity to satisfy the examiners by re-sitting the relevant coursework and / or exam at the first available opportunity. The form and arrangements for such opportunity will be decided by the Module Leader in Consultation with the Programme Director whenever this is practicable. All such arrangements will be reported to the next Subject/Assessment Board.

13.2.2 Re-sits

The maximum mark obtainable for any re-sit is a borderline pass for that element. If both coursework and examination elements have been re-sat then the maximum mark obtainable for that module is a borderline pass.

All coursework and/or exams taken under the 'MF' regulations will be capped at 50%. The re-sit opportunity is an option offered to students so as not to delay progression. The student will still have the right to retake the module in its entirety without a 'cap' if they so wish, but in such an event, the 'retake' regulations (see below) will apply.

13.2.3 Marginal Failure for the Dissertation/ Consultancy Project

Given the nature and weighting of the Dissertation / Consultancy Project, any student who achieves a mark between 45% and 49%, (i.e. a 'Marginal Fail') for the Dissertation / Consultancy Project will be given one opportunity to "repair" the Dissertation/ Consultancy Project. A 'repair' is defined as a piece of work that failed to meet the minimum standard to pass (mark of 50%) but which, with minor re-work and/or additional work and through guided supervision, is capable of attaining a minimum grade of 50%.

A 'repaired' Dissertation/ Consultancy Project will be capped at 50%.

13.3 Failure (F) and Retaking

An assessment decision of 'F' denotes Failure and designates work that has failed to demonstrate that the minimum learning outcomes have been met for a module. A student who achieves a Total Module Mark (TMM) of 44% or below will be deemed to have failed the module and will be required to retake the module in its entirety at the next available opportunity.

Where there is more than one assessment component in a module and where a student achieves a mark between 0% and 39% in any assessment component of a module, (even if the TMM is 50% or above), then the student will be deemed to have failed the module overall and will be required to retake the module in its entirety at the next available opportunity.

Students will have only one opportunity to retake any one module in its entirety. If a student fails to pass the second time on a repeated module, then that student will be deemed to have failed the course and will be withdrawn from the Programme.

Any student who fails three or more modules with an 'F' in any one semester will be withdrawn from the programme.

The form and arrangements for resubmission of the failed component will be decided, in the first instance, by the Programme Director in conjunction with the Module Leader and reported to the Subject Assessment Board. The form and arrangements for the resubmission will then be sent to the relevant External Examiner for approval, which will then be reported to the next Final Assessment Board. The resubmission should normally be completed within one month of the Subject Assessment Board.

13.4 Postponement of the Dissertation / Consultancy Project

The Dissertation / Consultancy Project forms an integral part of the educational experience at Masters level, and therefore must be completed within an appropriate timeframe after the completion of the taught component. In exceptional circumstances, a student may wish to postpone the submission of the Dissertation / Consultancy Project. In order to do this, he / she must present a case in writing to the Programme Director, with copies to the Dissertation / Consultancy Project Module Leader and the Dissertation / Consultancy Project Supervisor. The student will be required to present:

- a) The reasons for the request for postponement
- b) Any relevant documentation relating to the reason for the request
- c) The length of time the student wishes the postponement to last.

Failure to comply with this procedure, including simply not submitting on time without explanation or excuse, will result in a suspension of any supervisory activity and potentially long delays in graduation. For cases of unexplained nonsubmission, the Course Team reserves the right to shift the student onto the assessment diet of the following year, or to suggest a new submission schedule within that year, or any such other action as the Team deems appropriate.

Please note: It is the student's responsibility to maintain communication with the school on all matters pertaining to dissertation scheduling, supervision, writing, submission, extension, etc. The supervisor and other members of staff will not "chase up" dissertation students who do not comply with normal procedures and timing.

55 Assessment Regulations

The Programme Director will meet with the Dissertation/ Consultancy Project Supervisor to discuss the merits of each case and reach a decision. Valid exceptional circumstances upon which permission for postponement will be granted include but are not limited to:

- a) Close bereavement
- b) Serious health problems
- c) Sudden illness or accident
- d) Reasonable work-related difficulties

Whether or not to grant a postponement shall be at the discretion of the course team. The maximum period for postponement will be one year. In the event that postponement is granted, the fee remains payable in the current year. The fee must have actually been received before any further supervision or assessment of the postponed dissertation can be conducted. Please contact the Commercial Manager for arrangements.

13.5 Extenuating Circumstances

Under normal circumstances, the MBLBM programme does not allow for deferrals in modulework. It is the sole responsibility of the student to submit work for assessment by the date(s) required, as specified in each module booklet distributed, and be present for class assessment.

For more details on Extenuating Circumstances, please refer to the Regent's College Student Handbook.

13.6 Academic Appeals

Academic appeals are governed by the conditions laid down by both the College and the Open University Validation Services. Students may appeal against any decision of the Final Assessment Board on the grounds of procedure, but not academic judgement. Exceptionally, the Appeals Board may require the Final Assessment Board to reconsider its decision:

- If a candidate requests such a reconsideration and establishes to the satisfaction of the Appeals Board that his or her performance was adversely affected by illness or other factors which he or she was unable or, for valid reasons, unwilling to divulge before the Final Assessment Board reached its decision. The candidate's request must be supported by medical certificates or other documentary evidence acceptable to the Appeals Board;
- If the Appeals Board is satisfied on evidence produced by a candidate that there has been a material administrative error; or that the assessments were not conducted in accordance with the current regulations for the programme, or that some other material irregularity relevant to the assessments has occurred.

To be considered, any appeal must be submitted in writing to the Deputy Faculty Registrar not more than two weeks after the publication of the results from any assessment period. Alongside relevant documentation students are required to fill up and submit an Academic Appeal Form available at the Faculty of Business and Management Registry.

If after reconsideration, in the circumstances detailed in the second criteria above, the Final Assessment Board does not modify its decision, the case will be referred to the Senate. The Senate may annul the decision of the Final Assessment Board if in its opinion due and proper account has not been taken of the relevant factors as specified in the second criteria above.

Note that the Appeals Board is not empowered to alter a recommendation for an award. Only the Final Assessment Board (or the Senate in some cases of the second criteria above) may alter a recommendation.

When internal procedures are exhausted, the 'OUVS Formal Appeals and Complaints Procedures for Students' shall apply, a copy of which is available from the Faculty Registry.

13.7 Academic Integrity and Academic Misconduct

For detailed information please refer to the Regent's College Student Handbook

13.8 Attendance Policy

For detailed information please refer to the Regent's College Student Handbook

13.9 Aegrotat and Posthumous Awards

Before an Aegrotat or Posthumous Award is made it must be established that the award will not cause offence or undue stress to the incapacitated student, the relatives of the deceased or others within the School.

13.9.1 Aegrotat Awards

When the Final Assessment Board decides that not enough evidence of a student's performance to award a degree with pass or honours classification exists but is satisfied that but for certified illness/ absence or other valid reason that the student would have achieved the required standard then an Aegrotat Award may be awarded dependent upon the student's level, as follows:

- Postgraduate Certificate
- Postgraduate Diploma
- Masters Degree

Aegrotat awards are unclassified. Should an Aegrotat award be awarded posthumously then the following condition will not apply. Before such an award is made the student must indicate that they are willing to accept the award and understand that this implies waiving the right to be reassessed.

13.9.2 Posthumous Awards

Any award listed in this handbook may be conferred posthumously by the final assessment board and accepted on the student's behalf by an appropriate individual. For classified awards, all conditions for the award must be satisfied. The Assessment Board will decide whether to award an Aegrotat Award (as outlined above) where all conditions are not met to make a classified award. The certificate will not refer to the award being conferred posthumously.

APPENDICES

Module Outline Booklet (Front Page)

Title of Module

Module Code: XXX101

Module Title: XXX...

Academic Level: Level X

Credit Value: X/ ECTS XX

Status: Core

Formal Student Hours: Contact: XX Hours
Self-directed: XXX Hours

Pre-requisites: XXX

Module Leader: XXX

Programme Level Learning Outcomes: (Example: A1, B2...)

Assessment Methods: (Example Individual written assignment, exam...)

Rationale for Module

Explanation of how the subject area fits into the MA in Luxury Brand Management programme in terms of the programme level learning outcomes).

Aims

The main aims of this module are to: ...

59 Appendix I

Programme Level Learning Outcomes

On completion of this module students should be able to demonstrate...(Example Codes) A14, B16, C17, C18 and D20

Subject Area Core Skills Content

Teaching/Learning Strategy

The teaching/learning strategy for this module has been designed to ensure that the programme level learning outcomes outlined above have been acquired. The teaching / learning strategy is...

Assessment Methods

Explanation of overall assessment strategy and how it relates to the teaching and learning strategy.

For example, exams are not appropriate for this module because...(Evidence of reflection on assessment methodology) Particular methods (such as) were rejected because...and... modulework (consisting of a presentation, individual written assignment, and a time constrained assignment) was deemed appropriate because...relationship to learning outcomes...

Then, each assessment to have its own heading.
E.g. Assessment 1

Under each heading the following should be explained:

- What is being assessed
- How marks are allocated for each grade (see Module Assessment Criteria)
- How it fits into the scheme of the module
- How it fits into the overall degree programme
- How much time you have to do the assignment
- Any academic restrictions on marks through the application of a penalty, clearly linked to learning outcomes

Distribution Date To Students

Date for Submission

Venue for submission of modulework:

Rationale for Assignment:

Learning Outcomes to be met by the assignment (eg A1, B3, C4 etc)

Knowledge and Skills to be assessed

The following statement to be inserted:

'If a time-constrained learning outcome has been listed above, you should be aware that failure to meet that outcome will result in a mark of zero being awarded for the modulework. However; if there are genuine reasons as to why that outcome could not be met, you should consult and follow the procedure outlined in the section called 'Extenuating Circumstances' in the Student Handboo'

Indicative Content

Intro...

Reading

Essential

Useful websites

61 Appendix 2

Curriculum Map

Coverage of Programme Learning Outcomes by Module

PLOs	Subject Specific	Knowledge and Understanding					Cognitive		
		A1	A2	A3	A4	A5	B1	B2	B3
SEMESTER 1 Core subject									
Principles of Luxury				X	X				X
Research Skills & Methods				X		X	X		X
Consumer Behaviour		X	X	X			X		X
Marketing Management for LBM				X		X	X	X	
Integrated Marketing Communications		X	X				X	X	
Creative Foundations of LBM			X		X				X
SEMESTER 2 Core Subjects									
Managing Luxury Brands			X		X	X		X	
Intellectual Property Law					X	X		X	
Financial Management		X	X		X		X	X	X
Distribution & Channel Management		X	X	X			X		X
Endorsement & Sponsorship of Events		X					X		
Contemporary Issues for LBM		X		X		X			X
SEMESTER 3 Options:									
Dissertation						X		X	X
Consultancy Project						X		X	X

	Transferable Skills							Practical Skills				
	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
		X					X	X	X			X
	X	X	X			X						
			X		X						X	
		X		X	X					X	X	X
			X		X			X			X	
				X			X			X	X	X
			X				X				X	X
		X				X					X	
	X											
			X		X						X	
					X			X				
					X	X	X					X
				X				X				X
				X				X				X

63 Appendix 3

Overall Structure of MA LBM:

Semester 1

BUS404	Research Skills and Methods
DSM401	Principles of Luxury
MKT401	Consumer Behaviour
MKT402	Marketing Management
DSM402	Creative Foundations of Luxury Brands
MKT406	Integrated Marketing Communications

Semester 2

DSM403	Managing Luxury Brands
LAW401	Intellectual Property Law
FIN401	Financial Management
MKT405	Distributions and Channel Management
EVM401	Endorsement and Sponsorship
MKT407	Contemporary Issues in LBM

Semester 3

LBM401 / PLP401	Dissertation / Consultancy Project
	Action learning week and Dissertation Workshops

	CATS Credits	ECTS Credits
	10.0	5
	10.0	5
	15.0	5
	15.0	5
	10.0	5
	10.0	5
	15.0	5
	15.0	5
	15.0	5
	10.0	5
	10.0	5
	10.0	5
	60	30
Total	180	90

65 Referencing

1. Why Cite?

It is essential that references in essays and dissertations are sufficiently detailed to enable your reader to trace the originals. Apart from showing that you have researched your subject thoroughly a properly referenced citation shows that you are not plagiarising the original work.

Citations will appear throughout your work. References to the citations will appear at the end in a bibliography.

Remember to record the details of an item as you use it. You may not be able to find it again.

2. Consistency

In order that all of your references are consistent there are several published citation systems which you can copy. Two such systems are outlined here: The Harvard Citation System and the Numeric Citation System. Your faculty might advise you to use a specific system.

3. Websites

The same rules apply to websites as to any other medium. Websites often do not give a publication date, so do not guess when it was published. However, you must give the full Uniform Resource Locator (URL) and the date when you looked at it. (See example 4c)

4. The Harvard Citation System.

This uses a full bibliography at the end of the piece, linked to a shorter bibliographic reference in the text itself. In the bibliography, each item is in alphabetical order of the first author's surname.

The order of reference in this system is:

1. Author(s) name
2. Year of publication
3. Title of the publication
4. Place of publication and publisher
5. Numeration (volume, edition and page numbers)
6. Location or type of the item if rare or non-print format
(website, archive film, TV programme)

If a newspaper article does not have an author, use the newspaper's name instead, putting the date at the end of the reference

The format of the references must be followed exactly in this system: Author's surnames must be in upper case, followed by a comma and the initials or first names in lower case. Where there are three or more authors, only the first needs to be cited, followed by et al. Where there is more than one publication by an author in the same year, they should be differentiated by letters (a, b, etc) after the date. If the source is an organisation, the organisation is the author. Year of publication must be followed by a full stop. Titles must be in italics or underlined.

4a. Example of a book reference in the Harvard Citation System

ANDERSON, David R (1993) *Statistics for business and economics*, Minneapolis: West Publishing Company (6th ed.) p45

If this is a part of the bibliography, the citation in your text could be (Anderson, 1993, p.45)

4b. Example of a journal reference in the Harvard Citation System

BENHABIB, Seyla (1993) 'Hannah Arendt's concept of public space', *History of the Human Sciences*, vol.6 no.2, pp.97-114

4c. Example of a website reference in the Harvard Citation System

SHIELD, Graham & WALTON, Graham (2001) *Cite them right!* Available URL [http://www.unn.ac.uk/central/isd/cite/Viewed 24.3.03](http://www.unn.ac.uk/central/isd/cite/Viewed%2024.3.03)

5. The Numeric Citation System

In this system, all that is given in the text is a number, either in brackets or with superscript. The bibliography at the end will correspond to these numbers. The following is an example of a section of bibliography in this system:

- 1 Okin, Susan Moller; 'Humanist liberalism', in Nancy L. Rosenblum, (ed.) *Liberalism and the moral life*, Cambridge, Massachusetts: Harvard University Press, 1989, p.48
- 2 Okin, Susan Moller; *Justice, gender and the family*, New York: Basic Books, 1989, pp. 49-60
- 3 Benhabib, Seyla, 'Hannah Arendt's concept of public space', *History of the Human Sciences*, vol.6 no.2, May 1993, p.103

67 Glossary

A Core Module is a module which is a compulsory element of the degree programme; it can either be from the 'business' or the 'language' subject disciplines.

An Elective Module is a module which is an optional element of the degree programme; it can either be from the 'business' or the 'language' subject disciplines. There will be a specified number of elective modules which must be passed at each level of the degree programme.

The European Credit Transfer and Accumulation System (ECTS) was developed by the Commission of the European Communities in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing learning achievements, and transferring them from one institution to another.

A Module-work Assessment Criteria (MAC) is a mechanism which allows the module tutor to show the student how the module-work has been evaluated and assessed. A MAC sheet which details this information, will be attached to the marked module-work that is returned to the student (See Appendix 3).

A Multi-Disciplinary Modular Degree is a flexible programme which allows the student to learn differing academic disciplines, and is delivered by distinctive and self-contained modules.

The Open University Validation Services is an organization which offers a quality assurance and validation service to higher educational institutions which do not have their own degree awarding powers.

Outcomes-Based Learning is an approach to teaching and learning which help students to understand the teaching and learning methods that enable the outcomes to be achieved; the assessment methods that enable achievement to be demonstrated; and the relationship of the programme and its study elements to the qualifications framework.

The Quality Assurance Agency is an independent body funded by subscriptions from universities and colleges of higher education, which safeguards the public interest in sound standards of higher education qualifications and encourages continuous improvement in the management of the quality of higher education.

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