



GCU London
MSc Luxury Marketing

Programme Specification Pro-forma (PSP)

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1. GENERAL INFORMATION

1. Programme Title:	Luxury Marketing
2. Final Award:	MSc Luxury Marketing MSc Luxury Marketing (with Professional Practice)
3. Exit Awards:	PgDip Luxury Marketing PgCert Luxury Marketing
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	May 2020
6. School:	GCU London
7. Host Department:	GCU London / British School of Fashion
8. UCAS Code:	n/a
9. PSB Involvement:	n/a
10. Place of Delivery:	GCU London, Distance Learning (online delivery)
11. Subject Benchmark Statement:	QAA Subject Benchmark Statements: Business and Management (Masters) (2015)
12. Dates of PSP Preparation/Revision:	April 2020

2. EDUCATIONAL AIMS OF THE PROGRAMME

In response to the unique proposition that luxury goods and services present in the global market place together with the emergent body of academic interest that has developed in this field, the MSc Luxury Marketing programme aims to provide an opportunity for graduates to study luxury marketing within a global context whilst also being cognisant of the wider responsibilities of businesses including responsible leadership.

Students on the programme will be given the opportunity to study marketing theory and practice through a variety of specialised subjects including luxury consumer behaviour, luxury branding and sustainable marketing, Integrated marketing communications and examination of legal aspects of branding within a luxury context. In addition, either undertake a work placement, study abroad, volunteering work or desk based consultancy. Students are also furnished with the opportunity to engage in independent research through the research project.

The programme is most appropriate for students who have previously studied business at undergraduate level and who wish to develop a deeper understanding of the tools and techniques available to managers and apply these in a luxury context. The programme may also appeal to students who are from a non-business background but are committed to developing a marketing career in luxury marketing. The programme is offered both full and part time. Additionally, to the standard one-year MSc Luxury Marketing an optional two-year route is offered through adding a trimester of Professional Practice leading to MSc International Marketing (with Professional Practice) covering the same programme learning outcomes. The "with Professional Practice" two-year masters includes an additional trimester of professional practice prior to the final Research Project module giving students the opportunity to apply their learning and graduate with significant experience.

It is anticipated that future graduates of the programme will be able to perform as professionals applying their knowledge, real world problem solving skills and competences in order to successfully achieve jobs within the luxury brand marketing sector. Specifically, the educational aims of the programme are to:

- Provide students with a range of opportunities for studying theory and practice relevant to luxury brand marketing;

- To prepare and equip students with the appropriate academic knowledge to enable students to communicate effectively on issues relating to luxury brand marketing;
- Offer students the opportunity to engage in real world problem solving through, for example, a work placement opportunity or desk based consultancy;
- Provide students with the opportunities for personal development through undertaking individual research project. In particular, encouraging students to be independent learners, highly motivated and self confident individuals;
- Prepare students for careers within luxury marketing, in particular, to develop a range of skills and attributes to enhance students' employability as potential marketing professionals within the luxury sector;
- Provide not only subject-related knowledge skills but also research, study and personal skills.
- To facilitate development of critical thinking, analytical skills and research practices to enable students to comprehend and select appropriate methodologies and research techniques for independent research.

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: [cross refer to the appropriate benchmark statement]

3A Knowledge and Understanding:

- A1 Analytical tools and frameworks for strategic marketing within the context of the global environment and consideration of responsible leadership;
- A2 Sustainable marketing practices with a luxury marketing context;
- A3 Branding theory through an examination of key theoretical frameworks relevant to brand identity, personality, brand relationships and brand culture and applied to the luxury sector;
- A4 Legal aspects of brand management including law relating to copyright, patents, trademarks and passing off, and its significance for brand management practice;
- A5 Marketing communication theory and application of the marketing communications mix;
- A6 Frameworks and techniques required for the management of Digital and social media marketing in the luxury sector;

3B Practice: Applied Knowledge, Skills and Understanding

- B1 Think critically, creatively and argue coherently;
- B2 Effective use of communication and information technologies to present ideas, analyse problems and develop clear and concise conclusions and recommendations;
- B3 Think independently and use initiative and apply professionalism in the use of a range of oral communications techniques when articulating ideas and concepts;
- B4 Organise, analyse, interpret data and articulate knowledge;
- B5 Effective leadership and team working skills, including cross-cultural sensitivity, team-building and project management in group work situations;
- B6 Ethical decision-making, negotiation and conflict resolutions skills.

3C Generic Cognitive Skills:

- C1 Critically review, synthesise and develop knowledge relevant to luxury marketing;
- C2 Analyse, evaluate and synthesise qualitative and quantitative secondary information;
- C3 Critically analyse relevant academic marketing theories and apply models, tools and techniques to real world problems;
- C4 Utilise relevant primary and secondary information sources, synthesise and generate decision alternatives and formulate creative solutions;
- C5 Ability to reflect on personal learning to evaluate personal skills and practice;
- C6 Demonstrate originality, insight and innovativeness in tackling and solving problems.

3D Communication, numeracy and ICT skills:

- D1 Express ideas clearly and unambiguously using a range of media (written, oral and digital)
- D2 Presentation skills: written communication in a variety of formats; visual communication and oral presentational skills;
- D3 Planning and time-management; organising and planning work; self-management and independent working;
- D4 Inter-cultural awareness: actively listen and respond appropriately to ideas of others, understanding different perspectives, multi-cultural sensitivity and appreciation and development of a global mindset;
- D5 Inter-personal and group working skills including questioning and listening, influencing and persuading, advising others and giving feedback;
- D6 Using appropriate technology for Research skills: information retrieval and collection; data analysis and synthesis.

3E Autonomy, Accountability and Working with Others:

- E1 Manage themselves, time and resources effectively;
- E2 Work effectively in a team and recognise challenges and opportunities associated with team working;
- E3 Show sensitivity and respect for diverse values and beliefs;
- E4 Apply the ethical requirements in both the access and use of information.

Strategy for Learning

The University's Strategy for Learning (SfL) requires all of the University's programmes to embed in the curriculum a clear framework of design principles, which include: engaged learning; divergent thinking; personalized learning; inclusive, accessible learning; broader and deeper learning; flexible, inclusive and accessible learning; global learning; real world problem solving; entrepreneurship; and responsible leadership and professionalism. The strategy is designed specifically to meet the overall educational aims of the programme as well as specific learning outcomes. Whilst a mechanism to embed this strategy at the level of the School, they can also be embedded at programme level through teaching and learning strategies.

The teaching/learning approaches will be student-centred, practical, participative, and relevant to the needs of the student and the employing industries; taking into account the availability of resources and effective use of the time available. This implies a move away from the traditional teacher centred learning in which the student's role is passive towards a more independent learning approach. This 'shift' is a deliberate strategic aim of the programme.

The assignments are designed to reflect on existing and new experience and its relevance for the workplace underpinned by academic rigor. Overall, the programme welcomes challenging of conventional knowledge and encourages students to consider creative alternative solutions to contemporary issues.

The nature of the classroom setting is a balance between knowledge transfer, interactivity and group activities with students actively contributing to learning activities. Students are expected to engage with all elements of programme delivery; on campus delivery includes face to face, online and experience building activities whereas distance learning (online) students will benefit from synchronous and asynchronous tutoring as well as student led sessions, additionally where appropriate on campus and distance learning students will come together for online simulations and digital live projects. The range of modules from theoretical to practical and business-orientated is designed to generate the wide array of knowledge and skills necessary for graduate entering business management positions in industry. Guest industry speakers will also be utilised and, when possible, 'live' case study challenges will be set for student assessments.

The teaching/learning strategy incorporates the use of computer-based applications such as Excel, Adobe Photoshop, Illustrator and InDesign, Storyboard and Moviemaker, as well as incorporating VLEs such as GCU Learn (which will enhance students' ability to utilise e-communication. As illustrated in the 'Assessment Loading Matrix', a range of assessment methods are used which are designed to provide the knowledge and understanding required of the aims of the programme and to develop the array of

intellectual, professional and transferable skills demanded of the programme. As such, coursework, presentations and exam assessments have been created to ensure academic rigour in relation to knowledge and intellectual ability as well as the development of professional and transferable skills. The nature of coursework assessments range from individual and group-based projects leading to individual and group reports, live and recorded group presentations and self and peer review exercises. Problem based and project based scenarios are also commonly used to trigger the students' curiosity.

The Programme Team respects the guidance given on accessibility of learning materials which indicates that copies of lecture outlines, handouts or presentations are made available to all students via GCULearn at least 24 hours in advance. The academic, pedagogical direction for developing approaches to learning and teaching is based on the Strategy for Learning (SfL) Design Principles of inclusive, accessible and flexible learning.

The curriculum also takes into account the educational, social and cultural background of all students. Students will benefit from an education that will allow them to develop the knowledge, skills and attributes required to achieve the University's commitment to the 'participation, progression and success of all students regardless of background' (Strategy for Learning 2015-20).

Guest speakers from a range of sectors and from mixed backgrounds will also be used to bring the 'real world' into the classroom and, when possible, 'live' case study challenges will be set for student assessments. For example, a significant number of industry links exist within The British School of Fashion and these feed directly into the on-going monitoring and development of the MSc Luxury Marketing programme. Links with organisations such as Bestseller, Christopher Raeburn, Margaret Howell, Needle & Thread, Henry Holland, Folk and Jo Malone will provide luxury marketing projects for students as well as enabling company visits and guest lectures. Furthermore, these relationships are very important in order to maintain the contemporary relevance of the programme.

At a pedagogical level a number of experiential learning activities and projects are embedded within the curriculum ensuring that students are equipped to transfer their knowledge and skills from University to workplace. For example, the extra-curricular Industry Speaker programme will see guest speakers provide insights from a variety of perspectives and organisations and students will engage in networking following the event.

At an applied level students are encouraged to undertake inquiry into case studies (often with field trips). Using case work enables the student to improve critical thinking in real world business contexts, creating experiences they can use in industry. At a digital level students are encouraged to interact with business in some activities using Web 2.0 technologies. Wikis and Blogs employed in projects offer communication and knowledge sharing with CEO's. On other occasions, opportunities for networking with local businesses, business presentations and short events are embedded into modules.

At a programme level students have access to internship information, current business newsfeeds, business competitions and links with news from The British School of Fashion's business partners e.g. The Retail Trust.

Common Good Attributes

Doing 'good business' should be at the heart of any existing and new businesses, and is a key aspect that we promote as part of this programme. Therefore, the MSc Luxury Marketing programme aims to address the following:

Active and global citizenship: Students will develop a critical understanding of the complexities of the global environment for both profit and not-for-profit organisations and business communities. They will also develop the skills to manage that complexity, including consideration of the intercultural issues relating to leadership, management, international trading, new business development models and concepts; so as to enable them to create their own responsible businesses.

Entrepreneurial mind-set: the problem-focused and questioning style at the heart of this programme will support students to create responsible, practical and safe solutions. Entrepreneurial thinking and problem-solving on this programme focuses on luxury businesses.

Responsible leadership: it is anticipated that students on this programme will take their learning into the real world – whether working within a luxury organisation, or setting up their own businesses. People management and recruitment, working responsibly with third parties and negotiating and mediating requires conscious leadership and are all areas students will explore within the programme.

Confidence: As future graduates of the programme, developing a wider knowledge and skill-set will allow a greater contribution within a luxury context and, in turn, greater confidence. For example, having the necessary tools and skills to communicate confidently when pitching for funding, or pitching a new concept, will set students apart in what could be considered a highly competitive and challenging environment.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

MSc Luxury Marketing

SCQF 11

Module Code	Module Title	Credit
MMN225001	Career Planning and Professional Development	15
MMN225006	Introduction to Research Methods	15
MMW226496	Luxury consumption behaviour	15
MMW226482	Luxury Branding and Sustainable Marketing*	15
MMW226474	Digital Marketing and Social Media	15
MMW226479	Integrated Marketing Communications*	15
MMW226484	Strategic Marketing of Luxury Goods*	15
MMW226480	Legal Aspects of Brand Management*	15

Exit Award – PgCert in Luxury Marketing **60**

Exit Award – PgDip in Luxury Marketing **120**

MMW226498	Professional Practice: Work Experience*	60
MMW226494	Professional Practice: Consultancy Project*	60
MMW226500	Professional Practice: Entrepreneurial Bootcamp*	60
MMW226495	Professional Practice: Intercultural Competence*	60
MMW226497	Professional Practice: Research Project*	60

MMN225007 Research Project 60

Final Award: MSc Luxury Marketing **180**

(PgDip plus 60 credits Research Project)

Final Award: MSc Luxury Marketing with Professional Practice **240**

(PgDip plus 60 credits Research Project AND one of the Professional Practice modules marked with *)

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

We will support students by:

- Student Induction and Transition programmes
- Programme Handbook
- Module Handbooks and Module Descriptors
- Library with access to other local and national library resources
- Academic Development Tutor– study skills and support groups/ tutorials (including e-support)
- Personal Tutors

- Student E-mail
- Open access to IT facilities
- Student Services which provides assistance and guidance
- Counselling Service and Disability Service
- International Student Advisors
- Visiting lecturer/ expert presentations
- Employer visits
- Student Staff Consultative Group
- Student representatives on the Programme Board
- Student representation on School Board, Senate and its Standing Committees
- Web-based Learning including GCU Learn (VLE)
- Access to on-line discussion groups and other forms of e-communication
- GCU Student Association
- GCU Alumni Association

High importance is placed on providing a supportive environment for students, in order to help them make a successful transition to postgraduate education.

An induction programme will take place at the start of each new cohort intake. The aim of the induction process is to provide an effective, informative transition experience for new students. Key activities will include providing specific information on the programme of study and the roles and responsibilities; providing information regarding the resources and the support services offered at GCU London, GCU and the wider London environment. During this time, students can also meet and interact with academic staff, fellow students and meet their academic advisors.

Programme Leader

The Programme Leader has overall responsibility for the academic aspects of a student's programme of study. This involves:

- ensuring entry requirements are fulfilled;
- arranging supervision of dissertation projects;
- monitoring academic standards;
- liaison with the External Examiner.

Each postgraduate student of the University has access to a member of staff who has formal responsibility for offering general advice and guidance on academic matters, and for providing information on support services organised within the University community. The Programme Leader will perform the duties of Academic Adviser for MSc Luxury Marketing.

Students are entitled to expect the following from their Academic Adviser:

- feedback on overall academic progress;
- guidance before withdrawal from any module;
- guidance following failure of any module;
- referral to University officers in respect of non-academic personal problems.

Module Leaders

Individual modules within MSc Luxury Marketing will be co-ordinated by Module Leaders whose role will primarily be that of facilitator of the named module. The Module Leader is the first point of contact in respect of academic matters related to the named module.

The role of the Module Leader is to:

- design and structure the curriculum;
- provide academic leadership;
- facilitate learning through the use of computer mediated conferencing;
- act as the first examiner in assignments and examinations.

Students are provided formative and summative feedback via a variety of mechanisms. Feedback on coursework is provided within 3 working weeks of submission.

Programme Administration Team

Administrative support for the Programme is provided by the London Programme Administration team. A team of

named administrators will be a point of contact for students. They will assist in the processing of enquiries and applications, maintain student records, record the result of student assessments acknowledge receipt of coursework and generally be a point of routine enquiry for students.

Listening to student opinions

A Student Staff Consultative Group (SSCG) operates for all students on the MSc Luxury Marketing programme. Students are invited to make use of this group as a channel to represent student views via the class Student Representative, who is invited to also attend Programme Boards. The calendar of meetings will be made known to students by the Programme Leader and students are encouraged to submit matters for discussion via the Programme Leader or the Programme Coordinators.

Student Support and Guidance

Support and guidance is offered via the:

Programme Leader;
Module Leaders;
Programme Administration team;
Peer support;
Student Services Department.

Additional support in areas such as registration, funding, careers, counselling, learning development, library, regulations and conduct is also available at GCU London Campus.

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:

Academic Requirement

Entry to the MSc Luxury Marketing programme will normally be on the basis of a candidate having a United Kingdom (UK) Honours degree or equivalent, normally at grade 2.2 or above.

In lieu of the academic requirement

Applicants with an unrelated degree wishing to move in to this area of business management will be considered. The overriding consideration will be the Programme Leader's assessment of the student's ability to undertake the Programme successfully.

Applicants who do not satisfy the 2.2 Honours requisite who have completed an INTO Graduate Diploma in Business (e.g. GCU/INTO's Graduate Diploma in English with Business) or a comparable programme from similar institutions (e.g. Kaplan) will also be considered.

English Language

All students whose first language is not English should meet the minimum language proficiency as stipulated by the wider GCU admissions policy of IELTS 6 (no element less than 5.5). If a student does not meet the English language requirements, they may be eligible for our pre-sessional English programme which is taught at our London campus.

Recognition of Prior Learning

Candidates will be actively considered and encouraged to apply under the GCU Recognition of Prior Learning (RPL).

RPL is an integral component of the University's commitment to widening participation through supporting the provision of flexible routes into and through programmes at GCU for all learners with the

potential to benefit from higher education regardless of background. RPL supports flexible delivery such as work-based learning and part-time provision. An applicant can seek entry to the programme if they do not have the normal entry requirements but can demonstrate that they have achieved the prerequisite skills and knowledge through their experience (RPL), or informal learning (RPiL). Applicants may be granted entry with advanced standing, if they can demonstrate equivalence to the learning outcomes through Recognition of Certificated Prior Learning (RCPL) of a module. A student can gain credit towards an award through a combination of prior informal and prior certificated learning.

There are programme limits on the amount of credit that can be awarded through RPL and credit transfer. Prospective applicants entering the programme through the University's Recognition of Prior Learning (RPL) Policy can be awarded a maximum of 66.7% of specific credit (120 credits), recognising that all other quality and educational requirements must be met.

<https://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/regulationsandpolicies/recognitionofpriorlearningrplatgcu/>

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Module Monitoring Process
- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiners(s) Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- GCU London School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy Committee (APC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

Staff development priorities include:

- Postgraduate Certificate in Academic Practice
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies
- Consultancy and industry engagement
- Engagement in staff development workshops
- Engagement in GCU London Research Seminars

8 ASSESSMENT REGULATIONS

- Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: [GCU Assessment Regulations](#)

9. INDICATORS OF QUALITY AND STANDARDS

- Student progression rates
- Student Staff Consultative Meetings
- External Examiner Reports which are considered at Programme Boards
- Annual module review report of modules to the Programme Board for sharing of good practice and proposed modules enhancements
- Annual Programme Analysis
- The outcome of any Cognate Area Reviews organised by the School and /or University
- The outcome of any University internal quality audit of the programme
- The outcome of any QAA HE subject review
- Application rates
- Applications through 'word of mouth' recommendations
- Annual student programme questionnaire
- Research publication: conference papers, journal articles, chapters in textbooks
- Consultancy income

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Student Handbook
- Module Handbook
- University Website <http://www.gcu.ac.uk>
- GCU London Website <http://www.gculondon.ac.uk>
- GCULearn
- University Module Catalogue
- University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: **April 2020**

Table 4 Curriculum Map for MSc Luxury Marketing

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules			Programme outcomes																													
	Code	Title	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	
LEVEL M	MMN225001	Career planning and professional development						X						X		X	X	X		X	X			X	X	X		x				
	MMN225006	Introduction to Research Methods							X		X	X	X			X		X	X			X		X			X				x	
	MMN226496	Luxury consumption behaviour		X						X		X		X				X		X	X	X	X		X	X			x	x		
	MMW226479	Integrated Marketing Communications			X		X			X	X				X								X	X						x		
	MMW226484	Strategic Marketing of Luxury Goods	X								X		X						X	X		X		X				x			x	
	MMW226480	Legal Aspects of Brand Management				X					X		X				X	X	X			X			X	X	X	X	x	x		x
	MMW226474	Digital Marketing and Social Media			x		x	x				x	x	x	x	x		x	x				x	x	x				x			x
	MMW226482	Luxury Branding and sustainable marketing	X	x	x						x					x				x	x	x		x	x	x				x	x	x
	MMW226498	Professional Practice: Work Experience	X	X	X										X		X	X	X		X	X		X	X	X		X				
	MMW226494	Professional Practice: Consultancy Project		X											X		X	X	X		X	X		X	X	X		X				
MMW226500	Professional Practice: Entrepreneurial Bootcamp	X	X											X		X	X	X		X	X		X	X	X		X					
MMW226495	Professional Practice: Intercultural Competence	X												X		X	X	X		X	X		X	X	X		X					
MMW226497	Professional Practice: Research Project					X								X		X	X	X		X	X		X	X	X		X					
MMN225007	Research Project								X		X	X	X		X	X	X	X	X			X	X	X		X	x				x	

Completion of Programme Specification

Programme teams:

- are expected to review the programme specification as part of the annual programme monitoring process
- will use this amended pro-forma for new programmes approved from September 2004
- will be expected to modify the current specifications on the next occasion programmes are re-approved

Each Programme Specification should be accompanied by a Curriculum map (PSMAP).

Intended Learning outcomes

The University Senate has approved the framework for employability assets shown below.

1. The set of “Traditional Academic Skills” should be addressed via sub- headings A, B and C of Section 3 of the Programme Specification.
2. “Personal Development Skills” and “Enterprise or Business Skills” should be substituted for the list under sub-heading D.

NB.

- The expectation is that not all of the learning outcomes are necessarily directly assessed e.g. a task might be undertaken as a team but individually assessed.
- Programme teams will decide when developing programmes which of the Enterprise or Business Skills assets described below are relevant to their programme.

FRAMEWORK FOR EMPLOYABILITY ASSETS

TRADITIONAL ACADEMIC SKILLS - including specialist knowledge, ability to apply knowledge, logical thinking, critical analysis, problem-solving, written and spoken communication, ability to use numerical data, computer literacy and research skills

PERSONAL DEVELOPMENT SKILLS - including self-confidence, self-discipline, self-reliance, awareness of strengths and weaknesses, creativity, independence, knowledge of international affairs, desire to go on learning, ability to reflect, reliability, integrity, honesty and regard for others

ENTERPRISE OR BUSINESS SKILLS - including entrepreneurial skills as appropriate, ability to prioritise tasks, time management, interpersonal skills, presentational skills, ability to work in teams and leadership skills, commercial awareness, flexibility, innovation, independence and risk-taking

ASSESSMENT LOADING MATRIX for MSc Luxury Marketing

SCQF Level 11									
Module Code	Module Title	Trimester*	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
MMN225001	Career Planning and Professional Development	A or B	15	60%	40%				
MMN225006	Introduction to Research Methods	A or B	15	40%	60%				
MMW226496	Luxury consumption behaviour	B	15	50%					50%
MMW226482	Luxury Branding and Sustainable Marketing*	A	15	20%	80%				
MMW226474	Digital Marketing and Social Media	B	15	100%					
MMW226479	Integrated Marketing Communications*	A	15	60%	40%				
MMW226484	Strategic Marketing of Luxury Goods*	A	15	100%					
MMW226480	Legal Aspects of Brand Management*	A	15	20%	80%				
FINAL AWARD: Master of Science in Luxury Marketing / Master of Science in Luxury Marketing (with Professional Practice)									
See INDICATIVE PROGRAMME FLOW-THROUGH for sequencing of modules by intake and route									

INDICATIVE PROGRAMME FLOW-THROUGH

MSc Luxury Marketing: Full Time Delivery Mode (September start)

Trimester A	Trimester B	Trimester C
<ul style="list-style-type: none"> - Integrated Marketing Communications - Strategic Marketing of Luxury Goods - Legal Aspects of Brand Management - Career Planning and Professional Development 	<ul style="list-style-type: none"> - Luxury consumption behaviour - Digital Marketing and Social Media - Luxury Branding and sustainable marketing - Introduction to Research Methods 	<ul style="list-style-type: none"> - Research Project

MSc Luxury Marketing: Full Time Delivery Mode (January start)

Trimester B	Trimester C	Trimester A	Trimester B
<ul style="list-style-type: none"> - Luxury consumption behaviour - Digital Marketing and Social Media - Luxury Branding and sustainable marketing - Career Planning and Professional Development 	<ul style="list-style-type: none"> - Summer Break 	<ul style="list-style-type: none"> - Integrated Marketing Communications - Strategic Marketing of Luxury Goods - Legal Aspects of Brand Management - Introduction to Research Methods 	<ul style="list-style-type: none"> - Research Project

MSc Luxury Marketing (with Professional Practice): Full Time Delivery Mode (September start)

Trimester A	Trimester B	Trimester C	Trimester A	Trimester B
<ul style="list-style-type: none"> - Integrated Marketing Communications - Strategic Marketing of Luxury Goods - Legal Aspects of Brand Management - Career Planning and Professional Development 	<ul style="list-style-type: none"> - Luxury consumption behaviour - Digital Marketing and Social Media - Luxury Branding and sustainable marketing - Introduction to Research Methods 	<ul style="list-style-type: none"> - Summer Break 	<ul style="list-style-type: none"> - Professional Practice (Work Experience OR Consultancy Project OR Research Project OR Intercultural Competence OR Entrepreneurial Bootcamp) 	<ul style="list-style-type: none"> - Research Project

MSc Luxury Marketing (with Professional Practice): Full Time Delivery Mode (January start)

Trimester B	Trimester C	Trimester A	Trimester B	Trimester C	Trimester A
<ul style="list-style-type: none"> - Luxury consumption behaviour - Digital Marketing and Social Media - Luxury Branding and sustainable marketing - Career Planning and Professional Development 	<ul style="list-style-type: none"> - Summer Break 	<ul style="list-style-type: none"> - Integrated Marketing Communications - Strategic Marketing of Luxury Goods - Legal Aspects of Brand Management - Introduction to Research Methods 	<ul style="list-style-type: none"> -- Professional Practice (Work Experience OR Consultancy Project OR Research Project OR Intercultural Competence OR Entrepreneurial Bootcamp) 	<ul style="list-style-type: none"> - Summer Break 	<ul style="list-style-type: none"> - Research Project