Programme Title	MA Luxury Brand Management
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
Final Award	Level 7 – MA Luxury Brand Management
Interim awards	Postgraduate Certificate (60 Credits)
	Postgraduate Diploma (120 Credits)
UCAS Code	N/A
QAA Subject Benchmark	QAA Master's Degree Characteristics Statement (2015)
PRSB reference	N/A
Mode of study	Part-time and Full-time modes
Date produced/amended	May 2021
Course Leader	Federica Della Rocca

Distinctiveness

Overview

Ravensbourne's Postgraduate Department provides a research and practice-led framework to allow designers, creative practitioners, entrepreneurs, technology specialists and changemakers to take a holistic view of the impact of their creative and professional practice. The Master's courses allow learners to respond to the dramatic and on-going changes in the field of design as it becomes the basis for actionable insights and creative problem solving methodologies. Our area of specialism applies across a wide range of creative, economic, technology and social fields – from the nature of human interactions, to brand innovation and service systems, from the emergence of new business models to the challenge of consumption, health, wealth and wellbeing, from biodiversity to biotechnology. At the heart of Postgraduate Studies is an understanding of collaborative competencies, critical making, creative practice, real world engagement and interaction.

Learners will be taught, collaborate and co-create with a staff team of interdisciplinary design and business practitioners working across but not limited to: business management, leadership, service design, content creation, information technology, visual communication, social sciences, design criticism, design systems, communication platforms, social and economic change.

MA Luxury Brand Management

Ravensbourne's *Luxury Brand Management MA* is a taught Master's programme which offers students the opportunity to develop professional competencies and an advanced knowledge of well designed interventions in luxury markets. The MA is delivered over three terms alongside the other postgraduate courses within Ravensbourne's Institute of Creativity and Technology: MDes *Service Design*, MA *Design Communications*, MDes *Social Innovation and* MA *Illustration*. Through a series of shared units with these other postgraduate courses, *Luxury Brand Management* students are encouraged expand their own practice through examining how it intersects with other disciplines and how, from this intersection, innovative ideas emerge.

The course sits within Ravensbourne University's new Institute for Creativity and Technology located in the Design District on the North Greenwich Peninsula at the heart of London. This geographic and conceptual alignment connects luxury professionals, researchers and students with local and global partnerships to explore the interplay between creativity and technology for fashion,

wellbeing, travel, culture, craft and consumption. No other institution is offering an MA in this context.

The luxury sector is worth approximately £210 billion a year and is now truly global. It is a key driver of manufacturing, design and creativity, retail, advertising, transport, fashion, food, tourism, entertainment, technology and increasingly, health and wellbeing.

Although luxury is identified by highly individualised quality premium price items and services with an aura of prestige and exclusivity, it also has a vast global economic, social and environmental impact. The environmental imperative alone means that the luxury sector is having to embrace more sustainable and responsible ways of working in all areas of the value chain.

As part of this, consumer behaviour and attitudes are changing and the sector is moving towards more socially responsible, meaningful and authentic luxury brands, products and experiences. There has also been the acceleration of the demand for all things digital, which has opened up new spaces for innovation and new ways for luxury companies to scale their operating models.

A design-driven industry of this size faces a number of challenges now and into the future and it falls in part to educators working together with luxury professionals to foster and facilitate new talents surrounding creativity and sustainability, quality of thought and direction, design and leadership. In particular it calls for new management approaches and business models to shape aspirations, change patterns of consumption and design luxury services for positive social and environmental outcomes

The *MA Luxury Brand Management* is at the heart of these developments.

Programme aims

·   To demonstrate ways that learners and professionals can adapt new business models for innovation and sustainability in the luxury sector

·   To demonstrate ways that brand innovation and operational capacity can grow through technological transformation

·   To design new ways of connecting to customers/clients, stakeholders, the media and each other

·   To re-thinking luxury for a post-Covid, technology-enabled, post growth and environmentally awakened world

Programme Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Learning Outcome 01: Identify and Research

You should be able to select, use and evaluate information gathering techniques using a wide range of sources, providing visual, contextual case-study research as appropriate and demonstrate and apply knowledge and understanding. You should demonstrate how you use research to develop critical perspectives, systems thinking and future thinking on real world research and its ethical

dimension of your professional practice in order to enhance your capacity for judgement, values, perceptions and sustainable actions. You should demonstrate that you are able to use your research to further identify key areas of practice in which you as a practitioner wish to be involved.

Assessment Criteria aligned to Learning Outcome 01

Assessment on: Evidence of research, development, evidence of developed criticality, identification of key areas of practice, relationship to and understanding of professional practice.

Learning Outcome 02: Investigate and Analyse

By building on your research process you should develop the ability to critically appraise and evaluate appropriate materials to generate concepts and strategic project themes to inform and underpin concept development with an understanding of multiple outcomes, relationships and interactions. You should maintain a log/evidence /journal demonstrating your process and thinking around key issues you have identified in order to communicate your progress.

Assessment Criteria aligned to Learning Outcome 02

Assessment on: reflective narration of process, clarity and coherence in application of research; clear analysis of issues and problems arising, definition of interests in relation to practice.

Learning Outcome 03: Ideate and Develop

You should be able to develop iterative processes that will allow you to explore and experiment embracing human centred research methodologies, risk, testing, prototyping and evaluation in order to determine, improve and apply your knowledge and understanding of the desired outcomes across a range of appropriate processes, media, materials and organisational models.

Assessment Criteria aligned to Learning Outcome 03: Ideate and Develop

Assessment on: evidence of iteration, design of test systems, prototyping, process-oriented analysis of outcomes desired and otherwise, strategy for development of process based analysis of results, evidence and communication of development and application of knowledge and understanding.

Learning Outcome 04: Innovate
You should be able to demonstrate your ability to question and critique the orthodoxy of your chosen subject area/ discipline and show how this is reflected in the work and projects you are developing. You should be able to demonstrate and communicate how you can apply different problem solving frameworks to complex problems and develop viable, inclusive and participatory solutions

Assessment Criteria aligned to Learning Outcome 04: Innovate

Assessment on: demonstration of originality of idea and execution; knowledge of cultural, commercial and critical contexts; importance of innovation, development and communication of critical analysis and judgement.

LO 5 Instigate and Influence

You should be able to reflect on your own values, perceptions and actions at both an individual and global systemic level and develop narrative techniques to create visions of the future and build influence amongst key stakeholders and audiences. You should develop and demonstrate your ability to instigate, manage and record/reflect on the issues around and affecting your chosen area of research or practice, applying the knowledge and understanding you have gained.

Assessment Criteria aligned to Learning Outcome 05: Instigate and Influence

Assessment on: the clarity and currency of your message, the communication of your project purpose; structure and delivery of narrative.

LO 6 Implement

You should be able to synthesise and demonstrate your research and practice and demonstrate possible pathways towards implementation being able to assess the consequence of actions and impacts. you should demonstrate the development of judgement in using the most appropriate medium for successful delivery.

Assessment Criteria aligned to Learning Outcome 06: Implement

Assessment on: the positioning of your practice within broader critical, cultural, creative and commercial contexts.

Learning and Teaching methods	Assessment Strategy
Ravensbourne's academic-practitioners are international experts in their disciplines, enthusiastic and committed to building and sharing knowledge with new entrants to the world of luxury. Ravensbourne's increasing engagement with applied research means that tutors are actively engaged in specialist research areas. Learning is enhanced by Visiting Lecturers who are current practitioners and by speakers from the world of luxury, fashion, business development and consumer research. **Our approach** The learning blend used will alter from unit to unit according to the nature of the curriculum content and the level of the unit. Typically, most units combine some face to face teaching through lectures, project briefings, seminars, screenings, and critiques with independent projects (undertaken by students independently (or when appropriate in groups) supported by activity on the virtual learning environment (AULA). During their studies, students will also experience guest lectures by world specialists,	A variety of assessment methods are employed across all units. They include: formative and summative presentations, peer assessment and external reviews. These methods encourage you to critically reflect on your learning and progress. Formative feedback is given at the end of each term and students will receive ongoing advice and guidance (feed forward) alongside a critique against learning outcomes and assessment criteria. At the end of the unit summative assessment will provide conclusive feedback in response to an online submission of the assessment requirements.

4

study visits, bootcamps, technical workshops, and be involved in pitches, presentations and online interactive activity. It is important at Ravensbourne that the blend is rich and varied in order to ensure students develop a range of learning capacities.

Tutor and student led seminars encourage students to see themselves as part of a learning community which exchanges as well as develops knowledge. Critiques and presentations develop students' abilities to reflect on and contextualise their work and provide an opportunity for students to explain their project's developmental process including challenges, failures, adjustments, timing, materials, or team structure.

Luxury concept development, prototyping, and mind mapping are used at a formative stage to assist students in the narrowing down and refining of an idea, the analytic breakdown a complex task into component parts or the production of a product or artefact.

A central part of postgraduate course work consists of group work. This normally focuses on a live Project and involves students self-organising into teams, allocating roles and responsibilities in order to respond to and meet a Brief.

Group work is assessed on the basis of a presentation in front of tutors and external stakeholders from the world of luxury who often have commissioned the project. Students will also be invited to complete a Reflective Report on the Group project outlining their own contribution and the learning they have gained from the project

Through the challenge of group work, report writing and reflective practice as well as the visualisation of ideas and giving creative form to solutions, students have the opportunity to develop strong leadership skills and conceptual skills, to consolidate their professional practice and analytical skills and to demonstrate a level of understanding and ability to articulate the depth of contextual understanding of Service Design.

Students are also encouraged to express thoughts and ideas using the range of media at their disposal: prototyping, VR/AR, the use of video, web and presentations. Reports and blogs are used to track and assess the unfolding process of a piece of work and the practical and intellectual journey taken by a student in response to a project brief.

Unit Code	Unit Title	Credits
	Core Units	
PG20701	Design Principles, Application and Impacts	30
PG20702	Speculative Design and Transmedia Storytelling	30
PG20703	Research Methods, Ethnography and User Centred Approaches	30
PG20704	Collaboration, Co-Creation and Facilitation	30
PG20705	Outcomes and Outputs	60
TOTAL CREDITS		180

Entry Requirements

First or Upper Second Class honours degree (or equivalent non-UK qualifications) in a relevant subject, or an equivalent professional qualification in a related subject area.
If you are applying directly from an undergraduate degree course without experience or professional practice you must be able to demonstrate a good knowledge of your chosen subject area.

In order to be eligible for a course, you will need to be a competent speaker and writer of English. This also applies if you are from the European Union, or if you're from a country outside the EU. You need to provide us with an IELTS or equivalent English language qualification demonstrating an overall of 6.0 and a minimum of 5.5 or CEFR Level B2 in each component.

Accreditation of Prior Learning

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure.

Student Support	http://intranet.rave.ac.uk/display/SS/Student+Support
Assessment Regulations	http://intranet.rave.ac.uk/display/RA/Assessment+-+UG+and+PG

Course LOs	Unit PG20701	Unit PG20702	Unit PG20703	Unit PG20704	Unit PG20705
LO1	x				x
LO2	x				x
LO3		x	x		x
LO4		x	x		x
LO5				x	x
LO6				x	x

Description of the Course

The pandemic has accelerated the demand for all things digital, which has opened up new spaces for innovation, new businesses efficiencies and new ways for luxury companies to scale their operating models.

As a result, permanent shifts have taken place in the luxury market which will not be reversed. From the global pandemic to the acceleration of e-commerce and technology, from the urgency of sustainability, to Asian countries now setting the pace in terms of consumer demand - these shifts are leading to long-term changes and disruption in the world of luxury.

Ravensbourne's MA Luxury Brand Management explores this evolving luxury landscape and encourages students to embark upon a compelling re-assessment of luxury business models for both aspiring luxury entrepreneurs and the established luxury brands. The course calls for a systems view of the luxury landscape and the leadership qualities needed to drive growth around:

- Adapting new business models for innovation and sustainability
- Growing brand value and operational capacity through technological transformation
- Designing new ways of connecting to customers/clients, stakeholders, the media and each other
- Re-thinking luxury for a post-Covid, technology-enabled, post growth and environmentally awakened world

The course defines what distinguishes the DNA of Luxury - Timelessness, Uniqueness, Rarity, Exclusivity, Soul (meaning, heritage, and story) - in order to generate a road map to design and manage the present and future challenges (and opportunities) and define what we mean by 'future luxury' in 21st Century – in terms of products, services and experiences.

Crucially the course leads to a growing appreciation and awareness of how specific luxury attributes are managed by Luxury Brands - whether large or small - in terms of business models, digital transformation, narrative, meaning and values.

Academic Framework – Course Diagram Full Time

	Term 1	Term 2	Term 3
Level 7 180 credits	**PG20701** **Design Principles, Application and Impacts** 30 credits	**PG20703** **Research Methods, Ethnography and User Centred Approaches** 30 Credits	**PG20704** **Collaboration, Co-creation and Facilitation** 30 credits
	PG20702 **Speculative Design and Storytelling** 30 Credits	**PG20705** **Outcomes and Outputs** 60 Credits	

Course Diagram - Part Time (2 years)

	Term 1	Term 2	Term 3
Level 7 Year 1	**PG20701** **Design Principles, Application and Impacts** 30 credits	**PG20703** **Research Methods, Ethnography and User Centred Approaches** 30 Credits	**PG20704** **Collaboration, Co-creation and Facilitation** 30 credits

	Term 1	Term 2	Term 3
Level 7 Year 2	**PG20702** **Speculative Design and Storytelling** 30 Credits	**PG20705** **Outcomes and Outputs** 60 Credits	

Contact teaching – 1 x 5 hour day per week = 60 hours per 30 credits / teaching timetable – 12 weeks + 1 reading week per term = 36 weeks per year + 3 reading weeks

A Student Journey
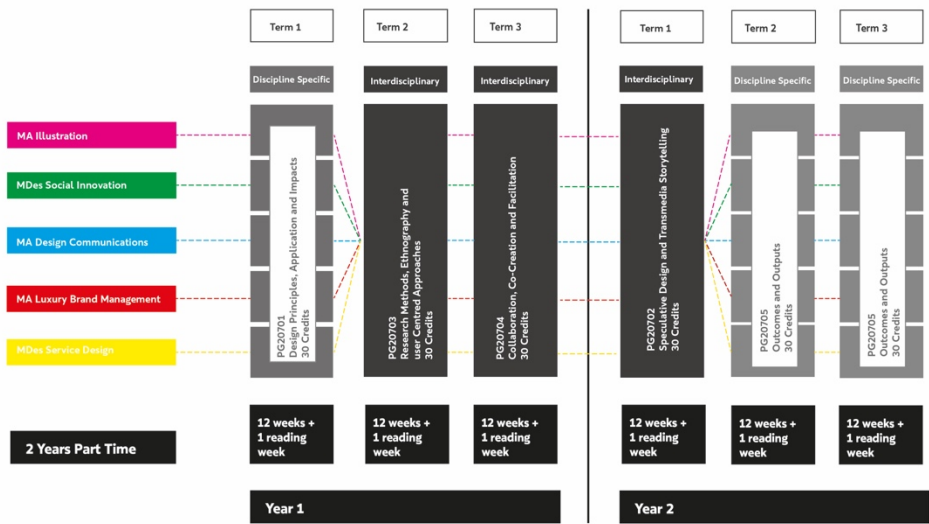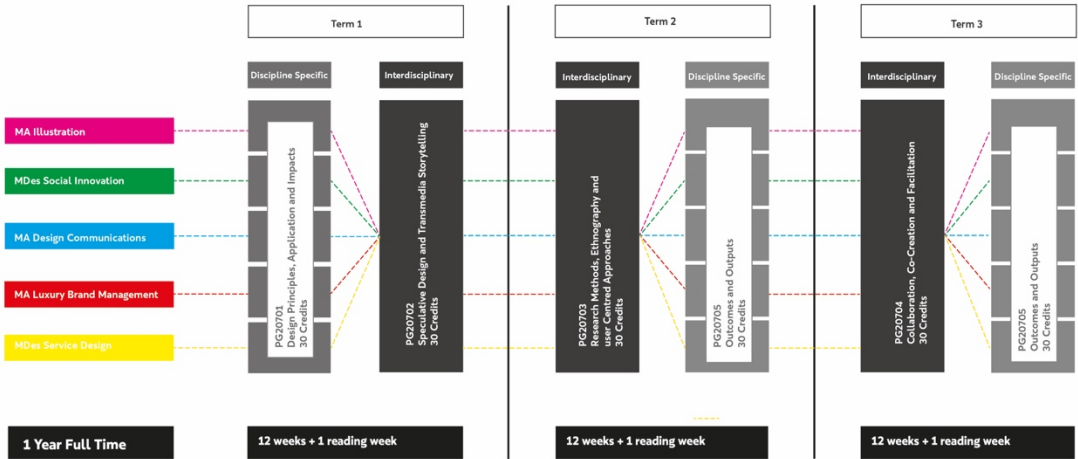
The Master's programmes at the Institute are designed with the idea of experimentation and exploration at the forefront. The programme is constructed through a series of discipline specific and interdisciplinary Units. The year-long programme consists of three terms.

Each term is divided between a discipline specific unit, led by discipline specialists, and a collective interdisciplinary unit, delivered by a transdisciplinary staff team.

These units support and build upon one another to create an enriched holistic experience. Students will complete as with a rich and distinctive practice, confident in their own specialisms but with the ability to lead, collaborate and share knowledge within wider creative teams.

The Masters awards share the same broad structure, as reflected in the units of study, but the syllabus varies according to the subject specialism of each Master's award. Seminars and workshops are delivered separately as are Project Briefs, but throughout the year students will work regularly with peers from different disciplines to develop a range of interdisciplinary skills.

The MA Luxury Brand Management aims to provide the opportunity for students to develop creative thinking and innovative strategies through an advanced understanding of the practical application of fashion design, management and innovation skills in order to equip students with the knowledge and skills to apply their learning and creativity in a global context. In particular, the MA aims:

- •To equip students with an advanced knowledge and understanding of the contextual and cultural background to and developments in luxury and innovation and to reflect on that learning in order to innovate and advance their own practice and subject area.
- To develop fashion designers, managers and innovators as practitioners with effective organisational and narrative skills who through their creativity and global cultural awareness are able to influence and create positive change whether as an individual or at a collective/organisational level.
- To equip individuals with independent study skills that support their research, practice and professional development and allow them to continue developing as life-long learners throughout their professional lives maintaining contact with emerging practice from a variety of fields.
- To provide a stimulating environment, which is supportive, flexible and collaborative and allows each individual to develop to his/her potential.

The programme consists of five units of study which will take the individual student through an exploration of design thinking and practice underpinned by participation in practical projects which allow the student to develop his/her own approach to creativity, design leadership, management and innovation. Students learn to understand the perspectives of the different professionals and practice areas/business functions which may be involved in a complex design projects and how to collaborate and lead diverse teams. Major emphasis is placed on the growth of the learner's capacity to develop his/her own methodologies in order to create original solutions to social challenges, consumer behaviour, organisational and leadership issues. Students are also encouraged to engage proactively in the wide range of activities and events and in the opportunities for cross-disciplinary learning offered at Ravensbourne. Of particular importance is industry engagement through external speakers, events and live project briefs at the heart of the Institute for Creativity and Technology.

MA Luxury Brand Management – Course Units

PG20701 - Design Principles Application and Impacts (Discipline Specific)

The first taught Unit is delivered under *Design Principles Application and Impacts*. Within the context of the MA Luxury Brand Management the initial briefs are designed to encourage exploration of the international luxury industry, market awareness and the culture surrounding the kind of work the students wish to develop. This Unit will be looking at the 'principles' underpinning luxury, their application in a commercial setting and how we use consumer research to inform the development of key luxury business models. Students will be expected to start and maintain a learning journal/portfolio, with which they can chart their progress and the development of their process.

Sample Project Brief
In an ever-changing world that drives further towards mass production, we are faced as designers, creatives and innovators, with a new challenge to look beyond our ambitions of contributing towards becoming another luxury phenomenon and tasked with becoming leaders of a movement that creates change. Since the conversations of sustainability and ethical luxury became more evident, developments within the field of new material production using waste and better knowledge of more environmentally friendly materials have enabled luxury businesses to initiate successful careers engaged in contemporary thinking, relevance and to be part of the revolution of sustainability into the future. Designers. as natural problem solvers need to be part of the solution. We need to be looking at disruptive elegance, products with longevity, utilising thoughtful, innovative, functional design. How do we encourage the luxury customer to engage with sustainability? How will you make sustainability aspirational?

The Objective
Sustainability and ethical luxury can take on many different solutions. For this project, we will be focusing on the following solutions:
•Upcycling (waste & new materials)
•Deconstruction/ reconstruction (charity, DIY, Vintage)
•Textile innovation (bio / techno textiles)
•Taking into consideration your research to date you are tasked with creating a 5 outfit capsule collection (one outfit from which will be created/made/executed) reflecting the criteria listed above.

PG20702 – Speculative Design and Storytelling (Interdisciplinary)

This Unit will look at ways in which 'elegant disruption' can be used as a method to generate new ideas based on how things 'could be' using speculation and anticipation to inform the designing of new business models based on visions of the future. The Unit will develop and deploy prompts, artefacts and narratives to critically interrogate preferable futures, the processes, methods, mental models and

stories for imagining the future *to inform* the present. In doing so it will apply storytelling techniques using immersive technologies to engage luxury markets in a way that's nonlinear, interactive, participatory and immersive. The aim of the Unit is to allow students to look into the future where very radical innovation is likely to be necessary. It will draw on futurology, the philosophy and ethics of technology and concepts around the circular economy.

Sample Project Brief

The pursuit of talent with the necessary skills will be one of the luxury industry's biggest challenges in the coming decade. The industry needs data engineers, data scientists, analysts, and other digitally savvy talent—all people whose talents make them highly sought after. There will also be a need to upskill existing talent as AI and advanced analytics continue to transform all areas of the value chain.

You are expected to work collaboratively and develop a narrative dimension/well-structured storyworld as part of how you are presenting a vision for the future for the world of luxury. You will need to craft a compelling narrative, most likely using online and/or interactive components which will help amplify your story and reach wider audiences; transform passive audiences into active participants; raise awareness of the issues surrounding your vision, empower luxury consumers/clients, offering them opportunities to take action. The output for this part of the Unit will be a live pitch using story and emotion to demonstrate a case for future luxury.

PG0703 - Research Methods, Ethnography and User Centred Approaches (Interdisciplinary)

This Unit will comprise a combination of theoretical and practical focus allowing students to test out the observational skills and user-centred design skills in order to understand human behaviour in context. At the heart of this unit is the aim to 'make the familiar strange': questioning a familiar and taken-for-granted service in their lives through ongoing personal reflection and, as a result develop new service blueprints from ethnographic data, and how to communicate this data. A key part of this Unit will involve students working in groups to apply their knowledge of ethnographic and human centred/eco-centred approaches.

Sample Project Brief The sustainability agenda means that the luxury sector is having to embrace more sustainable and responsible ways of working in all areas of the value chain. Consumer behaviour and attitudes are changing and the sector is moving towards more socially responsible, meaningful and authentic luxury brands, products and experiences. Within the context of a 'wicked problem' for the world of luxury you will need to plan and conduct a small-scale 'pilot' research project, drawing on principles of ethnography and the way in which an identified luxury brand can be enhanced by Berthon's theory of *"value dimensions?"* This needs to include:

1. *Experiential Value*
   What does the luxury brand mean to the individual?

2. *Symbolic Value*
   What does the luxury brand mean to society?

3. *Functional Value*
   What can the brand do to address issues around sustainability and a future vision for luxury?

PG20704 - Collaboration, Co-creation and Facilitation (Interdisciplinary)

This Unit occupies Term Two and is designed to promote cross-disciplinary collaboration and experimentation. The scope here allows students to approach a either a brief common to students across courses, or a brief specific to a course, through a variety of design "lenses". Students are expected to find ways to collaborate in order to produce their desired outcome; to document and journal the processes of task/brief analysis of leadership method, iteration and editing, programme and exhibition. The aim of the Unit is to produce an outcome derived from the combination of different skills and cross-disciplinary collaboration.

> **Sample Project Brief** – This Brief will engage students' critical thinking toward key business concepts related to luxury *massification.* In doing so you will explore concepts and models that focus on different notions of economic value and 'values' that offer greater potential for change toward more sustainable business outcomes. In focusing on these themes we want to show that part of the problem lies with the rigid concepts retained by business that correspond to a previous era. These concepts and models fail to adequately describe or explain what is fast becoming a 'New Economy of Values'. Our live project will be with IKEA and its move towards technology, web platforms and e-commerce combined with their approach to 'democratic design' with principles of low prices, and products that are based on insight around true customer needs have led to their success. When it comes to new 'smart and sustainable' products however, IKEA are interested in moving into the promise of luxury and highly desirable products. Using a co-creation methodology you will be working with IKEA to design new approaches to overcoming a perception problem working in both the physical and digital domains so as to optimise a new 'economy of values around luxury.

PG20705 - Outcomes and Outputs (Discipline Specific)

This Unit is designed to provide the scaffolding within which students will complete their individual Research Projects. During the Outcomes and Outputs Unit students will create their own bespoke practice-based research project based on a sustained critical inquiry that engages individual creative practice and disciplines. The research project is an opportunity for students to design an ideal project and immerse themselves in the areas in which they are most motivated and fascinated.

13