

## Working towards sustainable consumption

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**Theme:** Collaborating & engaging with employers

**Who:** MA module: Developing Advertising and Promotional Strategies (40 students) in MA in Strategic Marketing Communications

**What:** Live brief set by an international collaboration with the Slovenian brand EQUA's entry to the UK market  
**Towards sustainable consumption in the UK: The brand EQUA could help British consumers cut plastic waste**  
Brief and the pitch assessed by both academics and EQUA representatives

**Where:** Business School, University of Greenwich

**When:** October 2018 - January 2019

**How:** Teaching team's professional contact

**Why:** Fit between the module learning outcomes and the T&L activities addressing the EQUA brief

Fit between the module contents and the current debate on sustainable consumption

Fit between the assessment type and the requirements of EQUA brief (Students' presentation as the pitch)

Fit between the student employability needs and EQUA's offer for paid work placement for 16 weeks in EQUA Slovenia

Live-case projects help students to improve:

Analytical skills, understanding of the subject matter, critical thinking, a comprehensive understanding of the research process, being engaged/active participants in class and in a more macro basis in their own education (Gundala and Singh, 2014: 260)

Outcomes:

- Enhancing the student experience and employability
- Establishing an International internship and work placement opportunity
- Adding value by having the assessment based on not a mere simulation but a real-life, problem-solving situation ("problem-based learning incorporates teamwork, critical thinking and real-world applications into the curriculum (Thomas and Busby, 2003: 237)
- Building transferrable, life-skills by presenting the students' works to the employer
- Embedding social and commercial awareness in the curriculum
- Continuing the collaboration with EQUA, with a potential to expand the scope of work by using EQUA's sister brand Goat Story

Caution:

Making crystal clear that the students are fully aware and provide consent to EQUA if and when their ideas are being implemented in real campaigns.

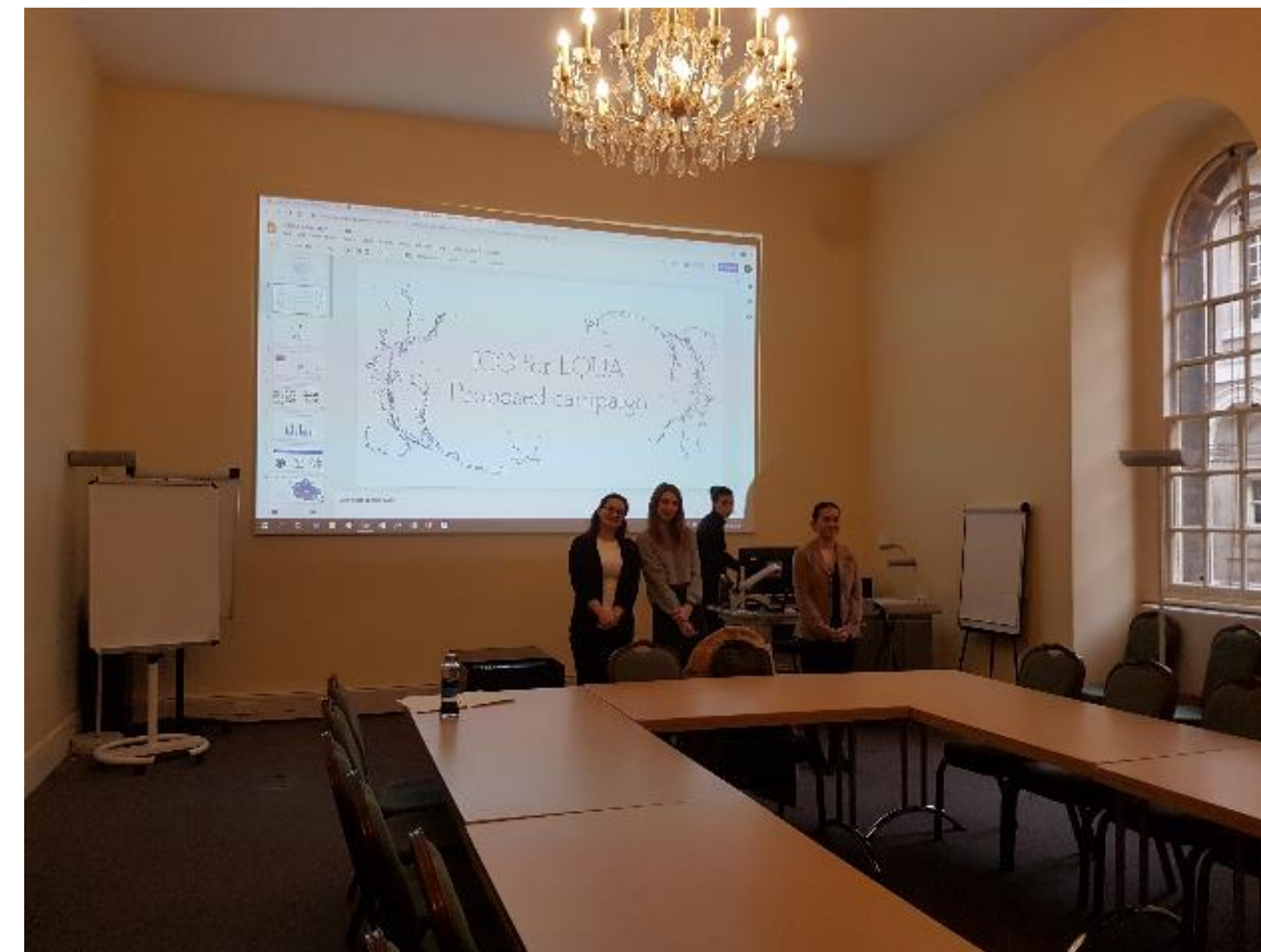
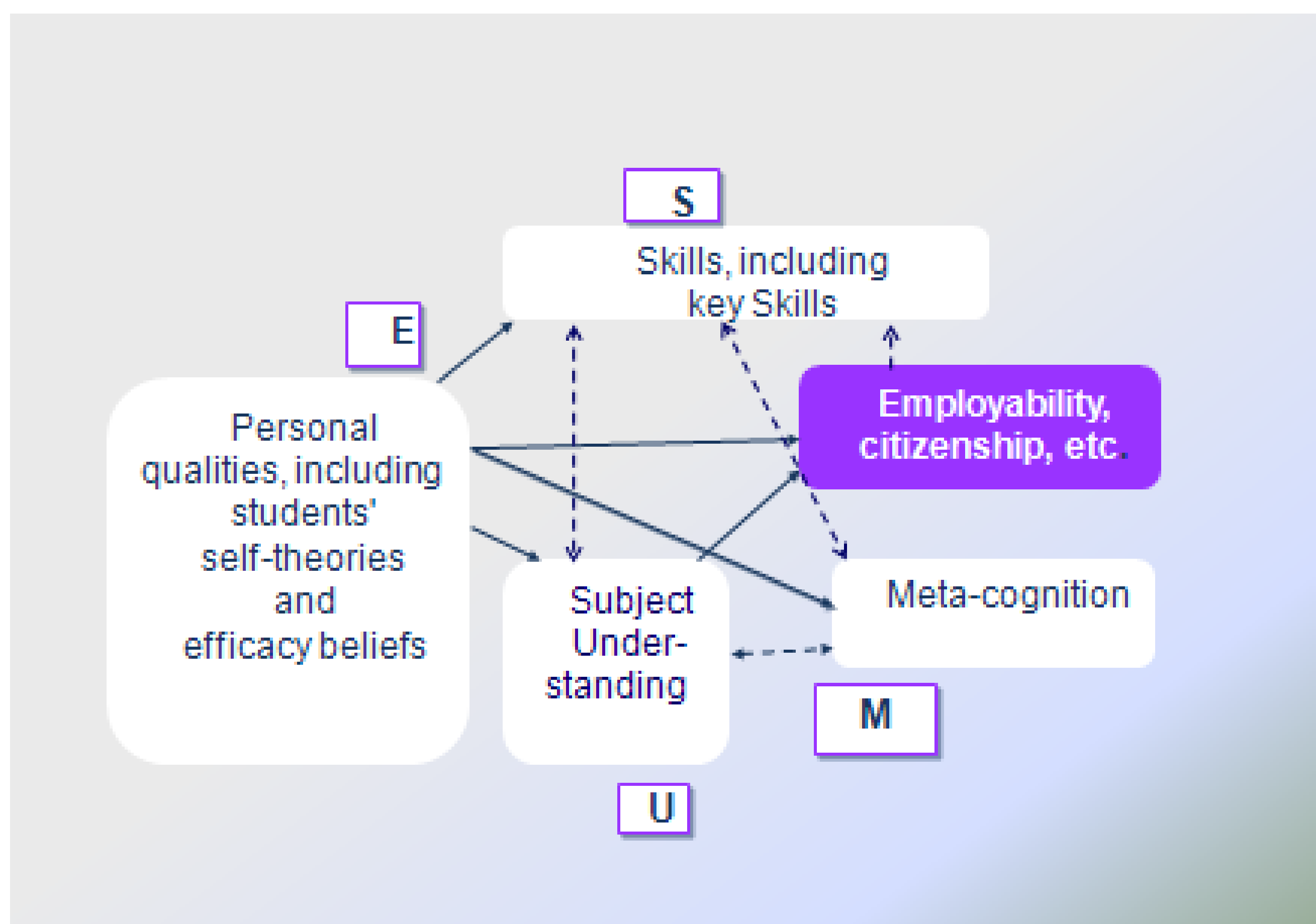
Student and staff feedback:

"This course is by far the most practical and most engaging class in the MA strategic marketing dual award. Being able to working with a live brief gives a real insight to what we will be dealing with in the future" December 2018

"A very impressive achievement all around! Developing these relationships and the buy in from companies to allow such a project/module to be delivered is understandable complex and fraught with concerns about student standards, commercial sensitivities, distance, so WOW! Well done and congratulations!" Jessica Templeton, Senior Lecturer in Event Management, 28<sup>th</sup> March 2019

Sequential model:

Setting the brief – Announcement of work placement – Working on the brief – Pitching to the employer – Interview with applicants – Academic grade and the employer's decision – Feedback from the employer and the students – working on the next year's brief



### References:

- Gundala, R. R. and Singh, M. (2014) Student Perceptions on Live-Case Projects: Undergraduate Marketing Research. *International Journal of Teaching and Learning in Higher Education*, 26(2): 260-267
- Knight, P. T., & Yorke, M. (2003). Employability and Good Learning in Higher Education. *Teaching in Higher Education*, 8(1), 3-16.
- Thomas, S. and Busby, S. (2003) "Do industry collaborative projects enhance students' learning?" *Education + Training*, 45(4) 226-235.