



Teaching Guide

Teaching Guide				
Identifying Data				2019/20
Subject (*)	Global Trends in Fashion: Digital Transformation and Sustainability		Code	710G03008
Study programme	Grao en Xestión Industrial da Moda			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	First	Basic training	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Análise Económica e Administración de EmpresasEmpresaSocioloxía e Ciencia Política da AdministraciónSocioloxía e Ciencias da Comunicación			
Coordinador	Rey García, Marta	E-mail	marta.reyg@udc.es	
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Web				
General description				

Study programme competences

Code	Study programme competences
A8	Ser capaz, en base al conocimiento del entorno social, de diseñar y poner en marcha estrategias de marketing eficaces, que contemplen especialmente las variables de comunicación y distribución: mensajes, medios, canales, relación con el cliente, etc, ...
A13	Conocer el impacto de la tecnología en los distintos procesos de la industria textil.
A14	Tener una perspectiva clara del papel de las personas en la organización, y conocer las herramientas de gestión de recursos humanos necesarias para conseguir de las mismas la máxima implicación y rendimiento.
A15	Conocer y asumir la perspectiva ética y los valores imprescindibles en los que debe descansar el mundo de la moda y sus empresas.
A16	Incorporar criterios de sostenibilidad en los procesos de toma de decisión de la empresa (y por extensión a los mercados de moda).
A17	Saber implantar programas de Responsabilidad Social corporativa (en los mercados de moda).
A18	Conocer los lenguajes plásticos y visuales en el ámbito del diseño de la industria de la moda, para entender e interpretar las creaciones artísticas de prendas de moda.
B1	Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio
B2	Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio
B3	Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética
B4	Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado
B5	Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía
B6	Capacidad para la cooperación, el trabajo en equipo y el aprendizaje colaborativo en entornos interdisciplinares
B7	Capacidad para analizar tendencias (razonamiento crítico).
B8	Capacidad de planificación, organización y gestión de recursos y operaciones
B9	Capacidad de análisis, diagnóstico y toma de decisiones
B10	Capacidad de comprensión de la dimensión social e histórico-artística del diseño y la industria de la moda, vehículo para la creatividad y la búsqueda de soluciones nuevas y efectivas.
C2	Dominar la expresión y la comprensión de forma oral y escrita de un idioma extranjero



C3	Utilizar las herramientas básicas de las tecnologías de la información y las comunicaciones (TIC) necesarias para el ejercicio de su profesión y para el aprendizaje a lo largo de su vida
C4	Desarrollar el ejercicio de una ciudadanía respetuosa con la cultura democrática, los derechos humanos y la perspectiva de género
C5	Entender la importancia de la cultura emprendedora y conocer los medios al alcance de las personas emprendedoras
C6	Adquirir habilidades para la vida y hábitos, rutinas y estilos de vida saludables
C7	Desarrollar la capacidad de trabajar en equipos interdisciplinarios o transdisciplinarios, para ofrecer propuestas que contribuyan a un desarrollo sostenible ambiental, económico, político y social
C8	Valorar la importancia que tiene la investigación, la innovación y el desarrollo tecnológico en el avance socioeconómico y cultural de la sociedad
C9	Tener la capacidad de gestionar tiempos y recursos: desarrollar planes, priorizar actividades, identificar las críticas, establecer plazos y cumplirlos.

Learning outcomes			
Learning outcomes		Study programme competences	
To know the global trends that are transforming the value chain of fashion	A14	B1	C2
	A15	B2	C3
	A16	B3	C4
	A17	B4	C5
	A18	B5	C6
		B6	C7
		B7	C8
		B8	C9
		B9	
		B10	
To understand the importance of complying with regulation and self-regulation in the fashion industry	A14	B6	C7
	A15	B7	
	A16	B8	
	A17	B9	
		B10	
To know the mechanisms and tools that can improve traceability and transparency in fashion supply chains	A13	B8	C3
		B9	C8
To know the importance of customer experience in fashion, its antecedents and its consequences	A8	B7	C3
		B8	
		B9	
To understand the effects of digital transformation of fashion retailing in order to take advantage of its opportunities	A13	B3	C3
			C8
To understand ongoing transformations in the fashion industry		B2	
		B4	
		B5	
		B6	
		B7	
To understand new styles of management, particularly in the fashion industry	A14	B3	C3
	A15	B6	C4
	A16	B7	C7
	A17	B8	C8
		B9	
To understand the new trends in automation and digital disruption	A8	B6	
	A13	B7	



To understand new forms of marketing and customer behavior	A8	B2	C3
	A13	B3	C7
	A15	B7	C8
	A16	B8	
		B9	

Contents	
Topic	Sub-topic
Globalization and complexity in the fashion value chain	Definition of fashion value chain Globalization of production and consumption of fashion Complexity: outsourcing and offshoring
Social and environmental sustainability: responsible consumption and corporate social responsibility (CSR)	Key concepts Sustainable business models in fashion Responsible consumption
Compliance: regulation and self-regulation in the fashion industry	Definition and origins of compliance Hard law vs soft law in the fashion industry International alliances, norms and standards
Traceability of the fashion supply chain	Traceability and transparency in supply chains Tools and mechanisms for traceability for sustainability
Customer experience	Definition of customer experience Rethinking the customer experience in fashion: omnichannel and new customer journey
Digital transformation of brick and mortar stores	The new role of physical stores in the omnichannel paradigm Digital application in physical stores
Collaborative and circular economy	Key concepts Practical applications of collaborative economy in fashion Practical applications of circular economy in fashion
Digital disruption, artificial intelligence and automation	Key concepts New challenges for fashion businesses New paradigms and stakeholders
Customization	Definition, origins and evolution From "just in case" to "just in time": the big transformation of production and consumption

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Case study	A13 A14 A15 A16 A17 A18 B1 B7 B9 C2 C3	12	24	36
Seminar	B9 C5 C6 C9	8	16	24
Multiple-choice questions	A8 B10	3	21	24
Guest lecture / keynote speech	A14 A15 A16 A17 B2 B3 B4 B5 B6 B8 C4 C7 C8	21	42	63
Personalized attention		3	0	3
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description



Case study	Different learning materials will be used (cases, audiovisuals, readings); both in the classroom in order to complement theoretical and theoretical-practical teaching, and outside the classroom in order for students to prepare the group practical assignments that are subject to continuous evaluation and may deal with real organizations.
Seminar	Participation in all sessions of the course, including seminars, presentations of group practical assignments and guest lectures, is compulsory given that their contents can be subject to evaluation.
Multiple-choice questions	A test examination will be held, a multiple choice type where only one option is correct and incorrect answers entail a penalty.
Guest lecture / keynote speech	The fundamentals of the course will be explained in the classroom in theory-based sessions and utilizing audiovisual aids, guided discussions, cases and other interactive methodologies.

Personalized attention

Methodologies	Description
Case study	Personalized attention will be provided in order to solve for specific questions about course contents, to recommend additional sources of information in order to enhance case preparation, and to follow up on the group practical assignments. Furthermore, the seminars may be used by students to discuss relevant questions individually, beyond collaborative learning. The cases and other learning materials required to facilitate students' follow up of theoretical and interactive sessions and the course calendar will be detailed/uploaded in the virtual platform of the UDC whenever possible. Materials will be discussed in the classroom in an interactive way. Practical assignments will be assigned to student groups so that they are firstly presented in the classroom by the responsible group, and then discussed with all students attending the course. It is strongly recommended that all students prepare the materials in advance and participate in the session, sharing their individual questions and learning. Furthermore it is strongly recommended that students utilize tutoring hours in order to solve their questions about the assignments that are subject to continuous evaluation in a personalized way. The main goal of the personalized attention consists of solving questions about preparation of team projects and case studies.

Assessment

Methodologies	Competencies	Description	Qualification
Case study	A13 A14 A15 A16 A17 A18 B1 B7 B9 C2 C3	The grade obtained in team projects will weight 30% of the final grade. All team members will get the same grade	30
Seminar	B9 C5 C6 C9	Attendance to all sessions is compulsory, including seminars and guest lectures, and will be duly assessed Attendance to sessions will weight a maximum of 10% of the final grade	10



Multiple-choice questions	A8 B10	A multiple-choice type of test exam, where only one option is correct, will be taken. Wrong answers entail a penalty. It is strictly necessary to pass the exam (with a grade equal or superior to 5, in a 0-10 grading system) in order to pass the course. All materials and contents addressed in the classroom or recommended in moodle, either through the lectures or in the interactive sessions (be them teaching case discussions, plenary or team-based, or seminars), including the discussion of individual assignments or in the presentation of group assignments, are subject to be asked about in the exam. It is important that students prepare individually for the exam utilizing all materials available in the virtual platform (visual aids, individual and team readings and multimedia materials), plus the notes they took in the classroom, in order to better understand the real examples used to illustrate course contents and to develop their own critical thinking and professional criteria. It is key that students complement these materials with the individual revision of suggested readings, in order to clarify any remaining question.	60
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Assessment comments

Participation in guest seminars and ordinary lectures (worth 10% of the final grade) could be randomly checked. The aforementioned evaluation criteria will apply to both the first and the second opportunity, including Erasmus and other exchange students. Those students with part-time registration and "dispensa académica de exención de asistencia" will have the following weights: 40% grade will come from team projects and 60% grade will come from the exam. Those students who fail the multiple-choice exam will receive the exam grade as course grade. The grade obtained by students from their team projects (up to 30%) and attendance checks (up to 10%), will be valid only for the ongoing academic year. It is forbidden to access the classroom with any device allowing for data transmission and/or warehousing when any of the evaluations is taking place (mobile phones, smart watches, etc.).

Sources of information



Basic	- Aitken, Sally (). Seduction in the City: The birth of shopping. . - Battilana, J; Lee, M.; Walker, J. Y Dorsey; Ch. (2012). In search of the Hybrid Ideal. Stanford Social Innovation Review, pp.51-55 - Caro, F., and Martínez-De-Albéniz, V. (2014). How fast fashion works: Can it work for you, too. IESE Insight, 21(21), 58-65. - Deloitte (2016). The Deloitte Consumer Review. CX marks the spot: Rethinking the consumer experience to win.. - Ellen MacArthur Foundation (2017). A New Textiles Economy: Redesigning fashion's future. - Fogliatto, F.S.m, da Silveira, J.C, Borenstein, D. (2012). The mass customization decade: An updated review of the literature . International Journal of Production Economics Volume 138, Issue 1, pp 14-25 - Garcia-Torres, S., Rey-Garcia, M. and Albareda-Vivo, L. (2017). Effective Disclosure in the Fast-Fashion Industry: from Sustainability Reporting to Action.. Sustainability, 9(12), pp. 2256. - Karamchandani, A Kubzansky, M, Frandano, P. (2009). Emerging Markets, Emerging Models. MARKET-BASED SOLUTIONS TO THE CHALLENGES OF GLOBAL POVERTY. Monitor Company Group - Prahalad, C.K., Hart, S.L. (2002). The fortune at the bottom of the Pyramid. Strategy+Business, issue 26 - Rey-García, M., Regueiro Otero, A., Mato-Santiso, V. (2018). "The Challenges of Digital Transformation for Fast-Fashion Brands: A Proposal for an Operational Tool to Measure Omni-Channel Integration. Advances in National Brand and Private Label Marketing, Springer, 95-103 - Rey-Garcia, M., Lirola-Walton, E. & Mato-Santiso, V. (2017). La transformación digital de la distribución comercial: la tienda física, de caja brick and mortar a nodo omnicanal?. En Trespalacios Gutiérrez, J. A.; Vázquez Casielles, R.; Estrada Alonso, E. y González Mieres, C. (e - Stewart, R., Niero, M. (2018). Circular economy in corporate sustainability strategies: A review of corporate sustainability reports in the fast-moving consumer goods sector. Business Strategy and the Environment - (). The True Cost. - (). http://www.claraavilac.com/. - (). https://www.40defebre.com/. - Fuente nacional de referencia (). https://www.modaes.es. Acceso contenidos premium vía convenio UDC - Revista internacional de referencia (). https://www.businessoffashion.com. Acceso via Biblioteca Casa do Patín UDC - (). . - REY-GARCIA, M. Y FOLGUEIRA SUÁREZ, T. (2019). http://www.catedrafundacionarecesdcuniovi.es/publicaciones-libros-publicados-es.html. El reto de la moda sostenible - McKinsey & Company (2019). https://cdn.businessoffashion.com/reports/The_State_of_Fashion_2019.pdf. The state of fashion 2019.
Complementary	

Recommendations

Subjects that it is recommended to have taken before

Principles of Economics: Fashion Industry/710G03003

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Sustainable Management of the Fashion Value Chain/710G03018

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.