Module Descriptor

Title	Marketing Of Sustainable Luxury		
Session	2026/27	**Status**	
Code	MARK11049	**SCQF Level**	Level 11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**School of Business and Creative Industries**		
Module Co-ordinator	Dr Caglar Bideci		

Summary of Module

This module explores the strategies involved in the marketing of sustainable luxury. Knowledge of the circular economy relevant to the luxury sector will be developed including implications for the development, production, distribution, and consumption of luxury products. Students will become adept at building target consumer profiles and will consider a range of complex areas impacting upon the sustainability strategy of luxury brands including, supply chain, retail strategy, service design, integrated marketing communications.

Through a series of practical tutorials, students will have the opportunity to learn about and implement important concepts. They will develop skills in customer profiling in the sustainable luxury market in order to build target customer profiles. In addition, they will develop skills in analysing new and upcoming sustainable and circular business models in the luxury space. They will consider wider concepts such as the retail strategy of sustainable luxury brands and their use of experiential marketing in their omnichannel selling environments. They will develop an understanding of integrated marketing communications to engage consumers in the brand values of circular and sustainable luxury brands. Students will have the opportunity to gain formative feedback on their work via the completion of tutorial tasks. Assessment feedback will be provided on Turnitin.

•A wide variety of materials will be provided for students to read before attending the weekly tutorial sessions.

•Concepts will then be discussed in much greater depth during tutorials which have been designed to incorporate practical, industry-led, workshop-based tasks.

•A range of sustainable luxury brands will be examined within the tutorial sessions

•Students will be expected to actively visit and observe the retail and promotional strategies of sustainable luxury brands.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Identify sustainable luxury customers and their needs to build target customer profiles.
L2	Critically analyse sustainable and circular business models in the luxury sector and their implications for the production, distribution and consumption of sustainable luxury products.
L3	Critique the development of marketing strategy including retail and experiential servicescapes in the omnichannel selling environments of sustainable luxury brands.
L4	Understand the role and importance of marketing communications in engaging consumers in the brand values associated with sustainable luxury products.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** • Demonstrate a critical understanding of a range of specialised theories, concepts and principles regarding the marketing of sustainable luxury. • Demonstrate extensive, detailed, and critical knowledge and understanding of the strategies involved in the marketing of sustainable luxury. • Demonstrate a critical awareness of current issues about the adoption of circular and sustainable marketing models in the luxury sector.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	**SCQF 11** • Carry out exercises to assess the needs of the sustainable luxury consumer. • Build and develop credible target consumer profiles. • Observe, assess, and critique the marketing strategy in retail, servicescapes and omnichannel selling environments of sustainable luxury brands.
Generic Cognitive skills	**SCQF 11** • Develop original and creative responses to problems and issues. • Critically review, consolidate, and extend knowledge, skills, practices and thinking about the sustainable luxury market. • Assess complex issues and make informed judgements in the absence of complete or consistent data/information.
Communication, ICT and Numeracy Skills	**SCQF 11** • Communicate with peers effectively and professionally. • Use a wide range of audit techniques to explore current developments in the online and offline spaces of sustainable luxury brands.
Autonomy, Accountability and Working with Others	**SCQF 11** • Exercise substantial autonomy and initiative in professional and equivalent activities. • Take responsibility for own work and/or significant responsibility for the work of others.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	30
Independent Study	150
Please select	
Please select	

Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Batat, W., 2022. The Rise of Positive Luxury, Transformative Research Agenda for Well-being, Social Impact, and Sustainable Growth, Routledge.

Cattaneo, E., 2023. Managing Luxury Brands, A Complete Guide to Contemporary Luxury Brand Strategies, Kogan Page.

Forondi, P. and Palazzo, M., 2021. Contemporary Issues in Sustainable Branding, Ethical, Social and Environmental Perspectives, Routledge.

Henninger, C.E., Niinimäki, K., Blazquez, M. and Jones, C., 2022. Sustainable fashion management. Routledge.

Kapferer, J.N., 2012. The new strategic brand management: Advanced insights and strategic thinking. Kogan Page.

Lalaounis, S.T., 2020. Strategic brand management and development: Creating and marketing successful brands. Routledge.

Solomon, M.R. and Mrad, M., 2022. Fashion & Luxury Marketing.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, and course-related learning resources including those in the library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the UWS Academic Engagement Procedure.

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

This class is delivered across 10 weeks. All sessions are distinct and follow specific elements. The lecture and tutorial activities are designed to help inform your assessment submissions as much as possible. You will get more out of the module if you attend the lectures and tutorials.

For academic year 2025/26, the School of Business and Creative Industries will adopt a proactive and practical approach to the monitoring and reviewing of individual student engagement, reflecting the flexible definition of 'engagement' within the context of hybrid delivery.

Students will be expected to meet the following minimum thresholds for engagement during academic year.

• Regular engagement with their Virtual Learning Environment monitored via appropriate learner analytics within the VLE. • Engagement and submission of all assessments unless non-submission is supported by submission of an Extenuating Circumstances Statement (ECS). If you do not meet these minimum thresholds of engagement, you will be contacted by relevant University staff (your Year Leader, Programme Leader or School Enhancement Developer) to highlight the issue. The aim of this contact is supportive, with the intention of understanding your lack of engagement; offering advice and support to re-engage you with your studies; and to get you back on track. Additional information is available in the University Academic Engagement Procedure.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Marketing, Innovation, Tourism Events**
Overall Assessment Results	☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	MITE
Moderator	Lakhbir Singh
External Examiner	Jane Johnstone
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Coursework Type: Group Presentation Mark weight: 40% Word Count: Equivalent to 1000 words
Assessment 2
Coursework Type: Individual Assignment Mark weight: 60%

Word Count: 2500 words
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Group Presentation	☒	☐	☐	☐	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Individual Assignment	☐	☒	☒	☒	☐	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Assignment 2 Component An amendment in Assessment 2 Component for the following reasons: -Since the creation of the YouTube link (Assessment 2) relies on an external source, we do not have control over it. Students can easily alter, delete, or modify the assignment during the moderation or academic appeals process. -As an external source, YouTube links may be vulnerable to security risks, including potential virus attacks. There is no guarantee that	05/03/2025	Dr Caglar Bideci

students have shared a safe link, posing a threat to external examiners as well. -All submissions must be securely stored for a certain period. If the link is deleted, it could result in a breach of quality assurance regulations. -If students have limited English (verbal) communication skills, vodcast assignments may not ensure equal opportunities for all.		
Moderation in Summary of Module -Slightly modified the module summary to ensure that the language and meaning align with the module.	05/03/2025	Dr Caglar Bideci