

**University of the West of Scotland
Module Descriptor**

Session: 2023/24

Last modified: 08/02/2024

Title of Module: Marketing of Sustainable Luxury			
Code:	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr Polly Sokolova		

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 product. 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, omni-channel marketing, and 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. Lastly, they will develop an understanding of marketing communications for engaging 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. The tutorials are scheduled each week to allow for this. The tutorials 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

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓			✓		

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
				✓		

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	✓
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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Identify sustainable luxury customers and their needs in order 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 product
- L3. Critique the development of retail strategy including 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 product

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 Level 11. • Demonstrate a critical understanding of a range of specialised theories, concepts and principles concerning the marketing of sustainable luxury

	<ul style="list-style-type: none"> • 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 with regards to the adoption of circular and sustainable business models in the luxury sector 				
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <ul style="list-style-type: none"> • Carry out fieldwork to assess the needs of the sustainable luxury consumer. • Build and develop credible target consumer profiles • Observe, assess, and critique the retail strategy, servicescapes and omnichannel selling environments of sustainable luxury brands 				
Generic Cognitive skills	<p>SCQF Level 11.</p> <ul style="list-style-type: none"> • Develop original and creative responses to problems and issues • Critically review, consolidate, and extend knowledge, skills, practices and thinking with regards to 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	<p>SCQF Level 11.</p> <ul style="list-style-type: none"> • 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	<p>SCQF Level 11.</p> <ul style="list-style-type: none"> • Exercise substantial autonomy and initiative in professional and equivalent activities • Take responsibility for own work and/or significant responsibility for the work of others 				
Pre-requisites:	Before undertaking this module the student should have undertaken the following:				
	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> <tr> <td>Other:</td> <td></td> </tr> </table>	Module Code:	Module Title:	Other:	
Module Code:	Module Title:				
Other:					
Co-requisites	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> </table>	Module Code:	Module Title:		
Module Code:	Module Title:				

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>This module will be delivered via tutorial sessions. Materials will be uploaded to the VLE for you to read/watch in advance of attending these sessions. In your tutorials you will work with other students to explore concepts in greater depth and establish how you can apply the knowledge gained from tasks in your assessment submissions. Please make sure you are prepared for tutorials by completing allocated tasks in advance.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Laboratory/Practical Demonstration/Workshop	20
Asynchronous Class Activity	30
Independent Study	150
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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, London

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

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

Henninger, C.E., Niinimaki, K., Blazquez, M., and Jones, C. (2022) *Sustainable Fashion Management*

Kapferer, J.N. (2012) *The New Strategic Brand Management: Advanced Insights and Strategic Thinking*, 5th Edition, London, Kogan Page Ltd.

Lalaounis, S.T. (2021) *Strategic Brand Management and Development*, Routledge, Taylor and Francis

Solomon, M and Mrad, M (2022) *Fashion and 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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, 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 Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

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

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time.

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

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, 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 Academic Engagement Procedure at the following link: Academic engagement procedure (<https://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/student-policies/>)

This class is delivered across 10 tutorials. All sessions are distinct and follow specific elements. The 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 tutorials.

For academic year 2023/24, 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.

Supplemental Information

Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	No
Subject Panel	TBC
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 requires you to identify sustainable luxury customers and their needs so that you can develop target customer profiles.

As a group you should select three sustainable and/or circular luxury brands. In your group

you will develop a target customer profile for EACH of these luxury brands. This will involve considering their sustainable luxury customers as a unique set of customers and establishing how the brand can act differently to best serve them.

As a group you will have to fully explore how sustainable luxury consumers make decisions relative to the market segments that these brands operate within. You should establish the factors that impact their buying behaviours and consumption practices (both positively and negatively). Use market and academic research to support the development of your customer profiles. When developing your profiles, consider the range of factors motivating and/or discouraging consumers from participating in conscious consumption.

Your consumer profiles can be developed either in PowerPoint format (maximum 4 slides per profile) or using infographics (maximum 4 infographics per profile that are collated in a PowerPoint file).

You will present your assessment as a group to the class tutor.

Assessment 2 requires you to develop a portfolio of practical work. There are three elements to your portfolio. Each element should involve observing, auditing and analysing the strategies of various sustainable luxury brands.

1. Firstly, you should critically analyse sustainable and circular business models in the luxury sector and their implications for the production, distribution, and consumption of sustainable luxury products.
2. Secondly you should critique the development of retail strategy including experiential servicescapes in the omnichannel selling environments of sustainable luxury brands
3. Finally, you should demonstrate your understanding of the role and importance of marketing communications in engaging consumers in the brand values associated with sustainable luxury products

To achieve these 3 separate elements, you should regularly visit, observe, audit and analyse the online and physical store environments of a variety of sustainable luxury brands. This should be an ongoing process that you participate in throughout the module. You are advised to take written notes regarding your observations and audits in a weekly diary. These should be discussed with your tutor during your weekly tutorial sessions. You will then develop these diary entries in a vodcast that allows you to reflect on your experience throughout the module. You should develop 3 vodcasts in total, 1 for each element of the assessment. Each vodcast should last no longer than 5 minutes and should clearly and concisely address the 3 assessment elements outlined above.

Your vodcast should be recorded on Loom and should be supported by industry relevant resources (for instance you might consider resources such as the Ellen McArthur Foundation, WRAP UK or B Lab amongst many others). You will be familiar with these organisations and resources if you attend the tutorials and engage in the wider reading provided for you). The vodcasts should be uploaded to Youtube as unlisted videos so that you can share the link to your youtube profile with your tutor.

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Laboratory/ Clinical/ Field notebook	✓				40	0
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work		✓	✓	✓	60	0
Combined Total For All Components					100%	0 hours

Footnotes

- A. Referred to within Assessment Section above
 B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
 This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.

UWS Equality and Diversity Policy (<http://www.uws.ac.uk/equality/>)

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)