




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sustainable Business				
Module Code	UMED95-15-3	Level	3	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Economics		
Department	BBS: Accounting, Economics and Finance	Module Type	Standard		
Contributes towards	BA (Hons) Economics, BSc (Hons) Economics, BA (Hons) Business Management with Economics, BA (Hons) Business and Management, BA(Hons) Business Management and Leadership				
Pre-requisites	Economic Principles in a Contemporary Context (UMED8D-15-1) or equivalent.	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	QMAC December 2011	Valid from	September 2012		
Revision CAP Approval Date	18 November 2015	Revised with effect from	September 2016		

Review Date	September 2018.
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate the following:</p> <ol style="list-style-type: none"> 1. A developed knowledge of a range ecological, social and economic causes and consequences of global climate change and resource depletion (Component A, Component B) 2. Location and evaluation of a range of relevant information on the relationship of business to sustainability (Component A, Component B) 3. An ability to apply appropriate business and economic methods to the analysis of problems in achieving sustainability (Component A, Component B) 4. Critical discussion of the limitations of business and economic analysis in evaluating the full social, economic and environmental impacts of business activities (Component A, Component B) 5. Synthesis of different types of information and think systemically and critically about a problem (Component A, Component B) 6. Development of a project on sustainable business practice (Component B) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p>

	<ol style="list-style-type: none"> 1. Working in groups within weekly seminars. 2. Asking questions and encouraging problem-solving within groups. 3. Students leading seminars and voicing opinions so as to understand their views and ethics and why these are important when analysing happiness. 																				
Syllabus Outline	<p>This module will cover the following topics:</p> <ol style="list-style-type: none"> 1. Definitions of sustainability; the triple bottom line: economic, social and environmental sustainability; interactions between social, economic and ecological systems 2. Consequences of present business practices and systems on the achievement of sustainability 3. Methods for valuing ecological systems and analysing business behaviour 4. The role of business in the community; social entrepreneurship; local sustainable communities 5. Resource depletion; energy gaps and crises; businesses and energy use 6. Governmental responses to environmental changes and the role of business in acting within that context; carbon allowances and trading schemes 7. Localism, globalism and business practice 8. Future forecasting within global environmental and resource constraints 9. Formulating sustainable business strategies 																				
Contact Hours/Scheduled Hours	Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week. This will consist of an alternating pattern of one lecture, two seminars/workshops in one week, and two lectures and one seminar/workshop the next week.																				
Teaching and Learning Methods	<p>Lectures will focus on core material, with a particular focus on theory and its application. Seminars will focus on investigating and practising the lecture material; and will involve a mixture of tutorials, group presentations and practical classes. Seminars will utilise websites and software packages such as CBABuilder where appropriate.</p> <p>In addition staff will be available during the semester during their office hours (2 hours a week) for face to face meetings.</p> <p>Queries and extended discussions with staff can also be approached virtually through e-mail.</p> <p>Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning; to facilitate interactions between students e.g. for group project work and to provide feedback with quizzes and forums.</p> <p>Students will also be directed towards the University Library online Study Skills resources http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx for the development of skills appropriate to the level and style of the module. In addition a number of e-learning resources will also be used:</p>																				
Key Information Sets Information	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> 	Key Information Set - Module data					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		50%	
Coursework assessment percentage		50%	
Practical exam assessment percentage		0%	
			100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.

Blackboard – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard

UWE Libraries – Engagement with online resources available through the library will be a core requirement of this module. Students will also be directed towards the University Library online Study Skills resources <http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx> for the development of skills appropriate to the level and style of the module.

There is no essential text for this module; however, we will suggest useful foundational texts to which they could refer. Students will be provided with a wide variety of written, audio and video texts that will be taken from recommended text books, journal articles, national and international newspapers and websites. Journal articles will be available electronically, or in the library. Students will be guided throughout the module as to the appropriate texts. Module guides will also reflect the range of reading to be carried out. Students will be told texts to read from books and from academic papers within the module handbook. Online videos and audio recordings will be recommended too of economists and policy makers.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to

consult. As such, its currency may wane during the life span of the module specification. CURRENT advice on additional reading will be available via the module guide or Blackboard pages.

Recommended Readings from:

- Field, BC & MK (2008). *Environmental Economics*, New York: McGraw Hill
- Perman, R., Ma, Y., Common, M., Maddison, D. and McGilvray, J. (2010). *Natural Resource and Environmental Economics*, London: Pearson
- Gareth Kane (2009). *The Three Secrets of Green Business: Unlocking Competitive Advantage in a Low Carbon Economy*, London: Earthscan.
- Lingl, P., Carlson, D. and the David Suzuki Foundation (2010). *Doing Business in a New Climate: A Guide to Measuring, Reducing and Offsetting Greenhouse Gas Emissions*, London: Earthscan.
- Hitchcock, D. and Willard, M. (2009) *The Business Guide to Sustainability: Practical Strategies and Tools for Organizations*, London: Earthscan.
- Murray, P. (2011). *The Sustainable Self*, London: Earthscan.
- Jackson, T. (2009). *Prosperity without growth: economics for a finite planet*, London: Earthscan.
- Victor, P. (2008). *Managing without growth: slower by design not disaster*, Cheltenham: Elgar.

Articles from academic journals and from national and international newspapers will be drawn on. These will include specific webpages that students will be recommended to read regularly as well as respected economic blogs. Within these websites there are video and audio recordings of respected economists and policy makers.

Academic and Practitioner Journals

Corporate Social Responsibility & Environmental Management
 Environment & Planning
 Environmental & Resource Economics
 Sustainable Development
 Journal of Development Studies
 Journal of Cleaner Production
 Ecological Economics

Periodicals:
 The Ecologist
 Ethical Consumer
 The Economist

Films
 The Corporation, 2004, Canada, d. Achbar, Abbott & Bakan
 The End of Suburbia, 2005, USA, d. Greene

Students will also be encouraged to use websites such as:
 Department for Energy and Climate Change
 Global Development and Environment Institute, Tufts University.

Part 3: Assessment

Assessment Strategy	This module deploys a mix of formative and summative assessment. The assessment strategy is designed to test the theoretical underpinnings and the operational techniques taught within the module. In addition to the summative assessment, formative assessment takes place after PC lab exercises using various software packages used throughout the module, in concluding a number of tutorial tasks and in the response to mini-project progress reports.
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	<p>Formative assessment takes various forms and will occur throughout the module; it may include peer feedback on informal activities. In workshops, interactive software provides continuous opportunities for feedback. Summative assessment will be multi-faceted.</p> <p>The first opportunity for summative assessment is a problem-based research project. It would be completed relatively late in the module. The coursework is designed to assess students' abilities to apply core concepts in the module to a real-world problem.</p> <p>The examination will assess the entire module content and will occur at the end of the module.</p> <p>Summative Assessment</p> <p>Component A: 2 hour examination</p> <p>Component B: 2,500 word mini-project encourages collaboration with external organisations, which may be the student's own workplace. The assessment criteria include</p> <ul style="list-style-type: none"> ○ Understanding of the organisational context ○ Application of theoretical frameworks ○ Data collection ○ Data analysis ○ Self-critical reflection on findings from the above <p>Formative Assessment:</p> <ol style="list-style-type: none"> 1. Engagement with other students in seminars that encourages a sense of belonging. 2. There may be weekly communications, providing generic feedback to groups on the week's seminars, lectures and tutorials.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Examination 2 hours	100%	
Component B Description of each element	Element weighting	
1. 2,500 word mini-project	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Examination 2 hours	100%	
Component B Description of each element	Element weighting	
1. 2,500 word mini-project	100%	

If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.