



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sustainable Business				
Module Code	UMED95-15-3	Level	3	Version	1
Owning Faculty	FBL	Field	Economics		
Contributes towards	BA (Hons) Economics, BA (Hons) Business Management with Economics, BA (Hons) Business and Management, BA(Hons) Business Management and Leadership				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	Economic Principles in a Contemporary Context (UMED8D-15-1) or equivalent.	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements			
Valid From	September 2012	Valid to			

<b>CAP Approval Date</b>	QMAC Dec 11
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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"> <li>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)</li> <li>2. Location and evaluation of a range of relevant information on the relationship of business to sustainability (Component A, Component B)</li> <li>3. An ability to apply appropriate business and economic methods to the analysis of problems in achieving sustainability (Component A, Component B)</li> <li>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)</li> <li>5. Synthesis of different types of information and think systemically and critically about a problem (Component A, Component B)</li> <li>6. Development of a project on sustainable business practice (Component B)</li> </ol> <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"> <li>1. Working in groups within weekly seminars.</li> <li>2. Asking questions and encouraging problem-solving within groups.</li> <li>3. Students leading seminars and voicing opinions so as to understand their views and ethics and why these are important when analysing happiness.</li> </ol>

Syllabus Outline	<p>This module will cover the following topics:</p> <ol style="list-style-type: none"> <li>1. Definitions of sustainability; the triple bottom line: economic, social and environmental sustainability; interactions between social, economic and ecological systems</li> <li>2. Consequences of present business practices and systems on the achievement of sustainability</li> <li>3. Methods for valuing ecological systems and analysing business behaviour</li> <li>4. The role of business in the community; social entrepreneurship; local sustainable communities</li> <li>5. Resource depletion; energy gaps and crises; businesses and energy use</li> <li>6. Governmental responses to environmental changes and the role of business in acting within that context; carbon allowances and trading schemes</li> <li>7. Localism, globalism and business practice</li> <li>8. Future forecasting within global environmental and resource constraints</li> <li>9. Formulating sustainable business strategies</li> </ol>
Contact Hours/Scheduled Hours	<p>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.</p>
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 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> <ul style="list-style-type: none"> <li>• The MySkills Study Skills website at <a href="http://www.uwe.ac.uk/library/resources/hub/">http://www.uwe.ac.uk/library/resources/hub/</a></li> <li>• Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism]</li> <li>• iSkillzone <a href="http://iskillzone.uwe.ac.uk">http://iskillzone.uwe.ac.uk</a> [workshops for information retrieval, referencing, evaluation skills and literature reviewing <a href="http://www1.uwe.ac.uk/library/help.aspx">http://www1.uwe.ac.uk/library/help.aspx</a>]</li> </ul>
Reading Strategy*	<p>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.</p> <p>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</p>

	<p>that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.</p> <p><b>Blackboard</b> – 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</p> <p><b>UWE Libraries</b> – Engagement with online resources available through the library will be a core requirement of this module.</p> <p>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.</p>
Indicative Reading List	<p>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.</p> <p>Recommended Readings from:</p> <ul style="list-style-type: none"> <li>- Field, BC &amp; MK (2008). <i>Environmental Economics</i>, New York: McGraw Hill</li> <li>- Perman, R., Ma, Y., Common, M., Maddison, D. and McGillvray, J. (2010). <i>Natural Resource and Environmental Economics</i>, London: Pearson</li> <li>- Gareth Kane (2009). <i>The Three Secrets of Green Business: Unlocking Competitive Advantage in a Low Carbon Economy</i>, London: Earthscan.</li> <li>- Lingl, P., Carlson, D. and the David Suzuki Foundation (2010). <i>Doing Business in a New Climate: A Guide to Measuring, Reducing and Offsetting Greenhouse Gas Emissions</i>, London: Earthscan.</li> <li>- Hitchcock, D. and Willard, M. (2009) <i>The Business Guide to Sustainability: Practical Strategies and Tools for Organizations</i>, London: Earthscan.</li> <li>- Murray, P. (2011). <i>The Sustainable Self</i>, London: Earthscan.</li> <li>- Jackson, T. (2009). <i>Prosperity without growth: economics for a finite planet</i>, London: Earthscan.</li> <li>- Victor, P. (2008). <i>Managing without growth: slower by design not disaster</i>, Cheltenham: Elgar.</li> </ul> <p>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.</p> <p><b>Academic and Practitioner Journals</b></p> <p>Corporate Social Responsibility &amp; Environmental Management  Environment &amp; Planning  Environmental &amp; Resource Economics  Sustainable Development  Journal of Development Studies  Journal of Cleaner Production  Ecological Economics</p>

	<p>Periodicals: The Ecologist Ethical Consumer The Economist</p> <p>Films The Corporation, 2004, Canada, d. Achbar, Abbott &amp; Bakan The End of Suburbia, 2005, USA, d. Greene</p> <p>Students will also be encouraged to use websites such as: Department for Energy and Climate Change Global Development and Environment Institute, Tufts University.</p>
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**Part 3: Assessment**

Assessment Strategy	<p>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.</p> <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><b>Summative Assessment</b></p> <p><b>Component A:</b> 2 hour examination</p> <p><b>Component B:</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"> <li>○ Understanding of the organisational context</li> <li>○ Application of theoretical frameworks</li> <li>○ Data collection</li> <li>○ Data analysis</li> <li>○ Self-critical reflection on findings from the above</li> </ul> <p><b>Formative Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Engagement with other students in seminars that encourages a sense of belonging.</li> <li>2. There may be weekly communications, providing generic feedback to groups on the week's seminars, lectures and tutorials.</li> </ol>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	50%	50%

<b>First Sit</b>	
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b>
1. Examination 2 hours	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
1. 2,500 word mini-project	100%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b>
1. Examination 2 hours	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
1. 2,500 word mini-project	100%
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	