



MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|--|--------------------|-----------|
| Module Title | Sustainable Business | | |
| Module Code | UMED95-15-3 | Level | 3 |
| For implementation from | 1 September 2017 | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 |
| Faculty | FBL | Field | Economics |
| Department | Accounting, Economics and Finance | | |
| 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 MSc Global Political Economy | | |
| Module type: | Standard | | |
| Pre-requisites | Economic Principles in a Contemporary Context (UMED8D-15-1) or equivalent. | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | N/A | | |

| Part 2: Description |
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| <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 <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> |
| Part 3: Assessment |

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.

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.

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.

The examination will assess the entire module content and will occur at the end of the module.

Summative Assessment

Component A: 2 hour examination

Component B: 2,500 word mini-project encourages collaboration with external organisations, which may be the student's own workplace. The assessment criteria include

- Understanding of the organisational context
- Application of theoretical frameworks
- Data collection
- Data analysis
- Self-critical reflection on findings from the above

Formative Assessment:

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 timetabled piece of 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 (as % of component) | |
| 1. Examination (2 hours) | 100% | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. 2500 work mini-project | 100% | |
| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Examination (2 hours) | 100% | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. 2500 work mini-project | 100% | |
| Part 4: Learning Outcomes & KIS Data | | |

| 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>Key Information Sets Information (KIS)</p> <p>Contact Hours</p> <p>Total Assessment</p> | <table border="1" data-bbox="518 770 1430 1160"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>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> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="628 1469 1324 1704"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table> | Key Information Set - Module data | | | | | Number of credits for this module | | | | 15 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 150 | 36 | 114 | 0 | 150 | Total assessment of the module: | | Written exam assessment percentage | 50% | Coursework assessment percentage | 50% | Practical exam assessment percentage | 0% | | 100% |
| Key Information Set - Module data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Practical exam assessment percentage | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading List | <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> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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.

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| First CAP Approval Date | QMAC Dec 11 | | | |
| Revision ASQC Approval Date <i>Update this row each time a change goes to CAP</i> | 1 November 2017 | Version | 2 | link to RIA |