

## CORPORATE AND ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Good Business, Bad Business and Sustainability				
Module Code	UMED8U-15-2	Level	2	Version	1
Owning Faculty	FBL	Field	Economics		
Contributes towards	BA (Hons) Economics, BA (Hons) Business and Management, BA (Hons) Business Management with Economics, BA (Hons) Accounting and Finance, BA (Hons) Business Management with Accounting and Finance				
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 comprehension of the ethical dimension of business decisions (Component A, Component B)</li> <li>2. A developed understanding of the economic value of ecosystem services and environmental sustainability (Component A, Component B)</li> <li>3. Ability to apply techniques of evaluation in considering the externalities of business and economic activity (Component B)</li> <li>4. Evaluation of the actions and performance of an organisation in relation to CSR, business ethics and sustainability (Component A, Component B)</li> <li>5. Assessment of frameworks for complex business and economic decision making such as the triple bottom line. (Component A, Component B)</li> </ol> <p>In addition the educational experience may explore, develop, and practice but not formally discretely assess the following</p> <p>Working within a group/team in seminars. Summarizing and presenting concepts and ideas.</p>
Syllabus Outline	<p>This module typically will cover:</p> <ul style="list-style-type: none"> <li>• Ethical frameworks for decision-making and frameworks for assessing good and bad business, such as The Triple Bottom Line and cost benefit analysis</li> </ul>

	<ul style="list-style-type: none"> <li>Measures and concepts of sustainability, such as The Five Capitals model:</li> <li>Definitions of sustainability: from very weak to very strong sustainability, ecosystems and issues of climate change, system degradation, assimilative capacity, threshold effects, biodiversity and resource depletion. Approaches to valuing the environment</li> <li>Frameworks for analysing impact: intergenerational and intragenerational equity, economic growth and the Environmental Kuznets Curve</li> <li>Mission, targets and KPIs Carbon Accounting, footprinting and Life Cycle Analysis</li> <li>Social inclusion and equal opportunities Business, family and community</li> <li>Fair dealing: relational contracting and the stakeholder model Bad business: from professional crime to managerial self interest The danger signs: information asymmetry, principal-agent problems, opportunism moral hazard and adverse selection</li> </ul>
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 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 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. This includes mySkills/iSkills zone, and the Skills4Study resources.</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> <p>Blewitt, J. (2008). <i>Understanding Sustainable Development</i>, London: Earthscan</p> <p>Brown, L.R. (2003). <i>Eco-Economy: Building an Economy for the Earth</i>, London: Earthscan.</p> <p>Crane and Matten (2010). <i>Business Ethics</i>, Oxford: Oxford University Press.</p> <p>Field, BC &amp; MK (2008). <i>Environmental Economics</i>, New York: McGraw</p> <p>Heinberg, R. (2004). <i>Powerdown: Options and Actions for a Post-Carbon World</i>, London: New Society Publishers</p> <p>Henriques, A &amp; Richardson, J. Eds (2004). <i>The Triple Bottom Line</i>, London: Earthscan.</p> <p>Hitchcock, D. and Willard, M. (2009) <i>The Business Guide to Sustainability: Practical Strategies and Tools for Organizations</i>, Second Edition, London: Earthscan</p> <p>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</p> <p>Mellahi, K &amp; Wood, G. (2002). <i>The Ethical Business – Challenges and Controversies</i>, London: Palgrave.</p> <p>Murray, P. (2011). <i>The Sustainable Self</i>, London: Earthscan.</p> <p>Oram, J., Conisbee, M., Simms, A. (2003). <i>Ghost Town Britain II: Death on the High Street</i>, London: New Economics Foundation.</p> <p>Wirtenberg, J., Russell, W &amp; Lipsky, D., (eds.) (2008) <i>The Sustainable Enterprise Fieldbook: When It All Comes Together</i>, London: Greenleaf Publishing.</p> <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>Ecological Economics</p> <p>Environmental &amp; Resource Economics</p> <p>Corporate Social Responsibility &amp; Environmental Management</p> <p>Sustainable Development</p>

	<p>Business Ethics Quarterly Business Strategy and the Environment Greener Management International Environmental Values Environment and Planning C</p> <p>Students will also be encouraged to use websites such as those for professional organisations, and specialists in sustainability.</p> <p>Chartered Institute of Management Accountants Association of Chartered Certified Accountants Institute of Chartered Accountants in England and Wales Chartered Institute of Marketing Chartered Institute of Personnel and Development</p> <p>CBA Builder People, Planet, Profit Forum for the Future 3BL Media Symbiocity UK Department for Energy and Climate Change</p>
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Part 3: Assessment			
Assessment Strategy	<p>This module deploys a mix of formative and summative assessment. Formative assessment takes various forms and will occur throughout the module; it may include peer feedback on informal activities. Summative assessment will be multi-faceted. The first opportunity for summative assessment is a problem-based research project. It would be assessed early enough to provide feedback to students before the exam. 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.</p> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>- 2 hour examination at the end of the semester. This will comprise 50% of the final mark. The examination will be based on the topics covered and will reward understanding and analysis.</li> <li>- 2,000 word problem-based assessment. The coursework is one in which the students would be invited individually to research and propose solutions to a problem chosen from a set of case studies identified by the teaching team</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>- Engagement with other students in seminars that encourages a sense of belonging.</li> <li>- Weekly individual/group presentations on the themes covered in the syllabus.</li> </ul>		
Identify final assessment component and element	<b>Component A</b>		
% weighting between components A and B (Standard modules only)		<b>A:</b> 50%	<b>B:</b> 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. 2,000 word problem-based assessment	100%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <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. 2,000 word problem-based assessment	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.	