

Module Descriptors

This page displays the selected Module Descriptor.

Session: 2023/24

Last modified: 15/03/2023 22:44:09

Title of Module: Introduction to Business Ethics			
Code: ACCT08015	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Kieran James		
Summary of Module			
This module begins with an examination of the fundamental ethical theories and moral reasoning principles including utilitarianism, rights and duties, justice and fairness and the ethics of care. The follow-up is supplemented with small group discussions, covers a wide range of ethical issues concerning market systems and practices, environmental issues, consumer protection, job discrimination, conflicts between the individual and the organisation and the ethical requirements of a selection of professions. This module offers the opportunity to discuss and debate on the recent high profile ethical scandals. You will benefit greatly from the professional background, scholarship and research activities of your lecturers on this module. This module is suitable for delivery overseas.			

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		

Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Explain key theories of business ethics
L2	Apply appropriate concepts and ethical principles to a range of situations.
L3	Develop an ethical awareness of every day life and work situations

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 8 Understanding the basic ethical theories and moral reasoning principles. Understanding of the ways in which the ethical theories are developed. Knowledge of recent high-profile ethical scandals.
Practice: Applied Knowledge and Understanding	SCQF Level 8 Using a range of ethical theories and moral reasoning principles to identify and respond to ethical issues in a business context.
Generic Cognitive skills	SCQF Level 8 Offering professional level insights and interpretations to ethical dilemmas in a business context. Identifying, conceptualising and analysing the ethical rights and duties of participants in economic systems.
Communication, ICT and Numeracy Skills	SCQF Level 8 Communicating effectively and appropriately in speech and writing.

Autonomy, Accountability and Working with others	SCQF Level 8 Working effectively with others in pairs or groups and taking a leadership role where appropriate. Systematically identifying and addressing their own learning needs both in current and in new areas.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
This module seeks to introduce you to some fundamental moral principles including utilitarianism, rights and duties, justice and fairness and ethics of care, but also covers a variety of ethical issues economic systems, the environment, consumer protection, job discrimination and conflicts between the individual and the organisation. You are expected to identify ethical implications of different business situations and apply appropriate moral principles to the analysis of such situations. Assessment of the module is based on a group essay and a group presentation.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Tutorial/Synchronous Support Activity	6
Independent Study	174
	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: Velasquez, MG (current edition), Business ethics: concepts and cases, Pearson New International Fisher C and Lovell A, (current edition) Business Ethics and Values Prentice Hall Harvey, B (current edition) Business Ethics: A European approach, Prentice Hall Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via VLE.	
(**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. Please refer to the Academic Engagement and Attendance Procedure at the link above.

Supplemental Information

Programme Board	Accounting, Finance and Law
Assessment Results (Pass/Fail)	No
Subject Panel	Accounting, Finance and Law
Moderator	James Johnston
External Examiner	N Nahar
Accreditation Details	
Version Number	1 Changes

Assessment: (also refer to Assessment Outcomes Grids below)

Essay worth 80% of final mark

Presentation worth 20% of final mark

(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	
Essay	✓	✓	✓	N/A	80		

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	
Presentation	✓	✓	✓	✓	20		
Combined Total For All Components					100%		

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](#)

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

2014 University of the West of Scotland

University of the West of Scotland is a Registered Scottish Charity.

Charity number SC002520.

[Copyright & Privacy](#) | [FOI](#) | [Accessibility](#)