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Module Descriptors

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Session: 2022/23

Last modified: 28/03/2022 16:10:05

Title of Module: Sustainable Enterprise

Code: LNDN10003	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	TBC TBC		

Summary of Module

This module will examine what is the business case for sustainable development. Can business enterprises make profits and be sustainable and is there a requirement for such amongst today's consumers.

The module will also look at what can be the right trade-off between business interest and sustainability interest

We will also examine how changes in the way business operate can affect sustainability.

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	✓
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Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to:
L1. Have an understanding of why addressing environmental and social issues are important to move business towards sustainable development
L2. Understand the strengths and limitations of corporate sustainability
L3. Be capable of analysing whether business in its traditional form can address sustainable development.

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 10. Demonstrate a broad knowledge of the main aspects of innovation and organisation from a sustainable perspective Demonstrate an in-depth knowledge and understanding of creativity and problem solving
Practice: Applied Knowledge and Understanding	SCQF Level 10. Apply skills and knowledge to support sustainability in the organisation's decision process Applying relevant knowledge and understanding to a range of complex situations Applying a range of skills, knowledge and understanding of creativity and problem solving to key issues in the changing global markets
Generic Cognitive skills	SCQF Level 10. Critical thinking and evaluation of key concepts Analysing new and abstract problems and issues related to the business environment Analysing complex business situations, often limited information
Communication, ICT and Numeracy Skills	SCQF Level 10. Convey complex concepts and theory in a coherent and clear manner Use ICT to investigate and process data and information Collect, analyse and communicate a range of numerical and graphical information
Autonomy, Accountability and Working with others	SCQF Level 10. Undertake research on a topic and work independently Using initiative to cooperate and share learning with fellow students Working and leading teams, taking responsibility for own and others work

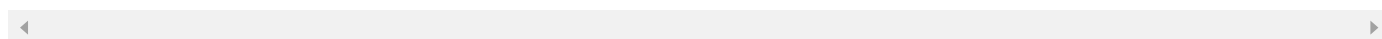
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	

Co-requisites	Module Code:	Module Title:
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* Indicates that module descriptor is not published.

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Learning and Teaching	
In line with UWS' Curriculum Framework, providing a flexible and hybrid, student-centred and inclusive approach to learning and teaching, the module has been designed around the delivery of engaging, activity- and discussion-based workshops, nurtured by meaningful online content, including short videos, reading materials, quizzes, etc. This approach creates more flexibility for students, while also enhancing deeper learning through engagement with peers and teaching staff, both online and in the classroom. This is further supported by the assessment approach adopted, enabling students to develop both academic and employability-focused knowledge and skills within international business — all aligned to the overarching purpose and aims of the programme.	
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	36
Independent Study	164
	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: Alexander, Paula Becker (2015) Corporate social irresponsibility, New York, NY : Routledge 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

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Supplemental Information

Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	No
Subject Panel	Marketing, Innovation, Tourism & Events
Moderator	TBC
External Examiner	TBC
Accreditation Details	

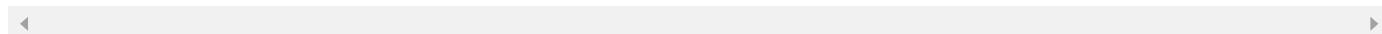
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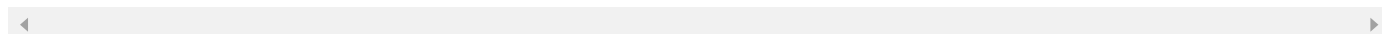
Assessment: (also refer to Assessment Outcomes Grids below)
Case study investigation (70%)
Presentation (30%)
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative 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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓		70	0



Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation			✓	30	0
Combined Total For All Components				100%	0 hours



Footnotes

- A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

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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
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)