**Module Descriptor**

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| **Title** | Responsible Business Behaviour | | |
| **Session** | 2026/27 | **Status** | Approved |
| **Code** | LNDN08005 | **SCQF Level** | 8 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Business and Creative Industries** | | |
| **Module Co-ordinator** | Abimbola Dada | | |

**Summary of Module**

Responsible Business Behaviour looks to both the ethics that underpin business activity and the responsibility individuals, organisations and society groups have to change the issues that need changing. Business Ethics studies moral dilemmas and problems that arise in business and considers the defensible ways to apply ethical principles and standards to business. Ethics is also about good and bad, and about how best to live meaningful lives, so the course will also raise larger social and individual questions about the role of a business life in human life. The course hopes to develop and deepen the student's understanding of our moral obligations to each other, the importance of moral character in business, and the good the business promises to bring to society. This course includes the identification of action-guiding principles appropriate to business, such as responsibility, rights, autonomy and charity, which form the basis for making reasonable decisions that honour our moral obligations to each other. This course will consider the role of virtue and integrity in business success, as well as identify obstacles to developing moral character in business. The module will introduce students to Sustainable Development Goals (SDGs) particularly highlighting the role of businesses and organisations in minimising the impact on the natural environment and people, asking students to imagine a more sustainable future.

| **Module Delivery Method** | **On-Campus**[1] ☒ | **Hybrid**[2] ☒ | **Online**[3] ☐ | **Work -Based Learning**[4] ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☒ London | ☐ Online / Distance Learning<br>☐ Other (specify) | |

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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| | | | ☐ Paisley | | | |
| **Terms for Module Delivery** | Term 1 | ☒ | Term 2 | ☒ | Term 3 | ☒ |
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
|---|---|
| **L1** | Demonstrate an understanding of ethics, stakeholders, sustainability, and the environment and their interaction in the business sphere |
| **L2** | Assess organisational challenges for implementing ethical values (and how to overcome these obstacles) |
| **L3** | Discuss the concept of values (individual, organisational, cultural), and how values relate to decision making, leadership, and organisational well being |
| **L4** | Assess the way that organisations are responding to the UN Sustainable Development Goals and why it is that some organisations are succeeding in moving towards incorporating sustainability and some are not. |
| **L5** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 8** |
| **Practice: Applied Knowledge and Understanding** | **SCQF 8** |
| **Generic Cognitive skills** | **SCQF 8** |
| **Communication, ICT and Numeracy Skills** | **SCQF 8** |
| **Autonomy, Accountability and Working with Others** | **SCQF 8** |

| **Prerequisites** | **Module Code** | **Module Title** |
|---|---|---|
| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** |
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| In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. |

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 overarchingpurpose and aims of the programme.

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Lecture / Core Content Delivery | 16 |
| Tutorial / Synchronous Support Activity | 20 |
| Independent Study | 164 |
| Please select | |
| Please select | |
| Please select | |
| **TOTAL** | 200 |

**Indicative Resources**

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Schwartz, M. (2017). Business Ethics: An Ethical Decision-Making Approach. Wiley Blackwell Publishing. Details of 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)**

**Attendance and Engagement Requirements**

**In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.**

**For the purposes of this module, academic engagement equates to the following:**

**Equality and Diversity**

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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.** |
| **(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)** |

**Supplemental Information**

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| **Divisional Programme Board** | **Management, Organisations People** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☐ **No**<br>**If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.** |
| **School Assessment Board** | London Ug SAB |
| **Moderator** | Giuseppe Scotto |
| **External Examiner** | J Kypuram |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☐ **No** |
| **Changes / Version Number** | 1 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Group Presentation about what organisations can do to contribute to the success of three of the sustainable development goals of your choice (50%) |
| **Assessment 2** |
| Essay (50%) |
| **Assessment 3** |
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| (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.<br>(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.) |

| **Component 1** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Group Presentation | ☒ | ☐ | ☐ | ☒ | ☐ | 50 | |

| **Component 2** |
|---|

| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|---|---|---|---|---|---|---|---|
| Essay | ☐ | ☒ | ☒ | ☐ | ☐ | 50 | |

| Component 3 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | hours |

**Change Control**

| What | When | Who |
|---|---|---|
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