Module Descriptor

Title	Sustainable Business Development		
Session	2026/27	**Status**	Approved
Code	BUSN09090	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	M. Khan		

Summary of Module

This module examines the business case, models, and practices for sustainable business development. Students will critically analyse the rationale and imperatives for companies to adopt more sustainable strategies, as well as assess different frameworks and options they have for deploying sustainability across their operations and value chains.

Students will analyse and evaluate contemporary organisations to determine appropriate sustainable pathways for those organisations. This will include an assessment of current industry practice, business model considerations, value chain influences, and stakeholder obligations that should be considered when determining the most viable sustainability strategies to balance commercial and ethical outcomes.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☒ Other (specify) New College Lanarkshire Cumbernauled/Coatbridge	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically examine the business case for adopting sustainable business development practices.
L2	Critically analyse sustainable business models for a range of commercial enterprises.
L3	Critically evaluate a sustainable business model for a specific commercial enterprise..
L4	
L5	

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 9** Demonstrate and understanding of the internal and external forces that underpin the case for adopting sustainable business development practices.
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply knowledge, skills and understanding in evaluating approaches to achieve a sustainable business enterprise.
Generic Cognitive skills	**SCQF 9** Undertake critical analysis and evaluation of a range of transformative approaches to sustainable business development.
Communication, ICT and Numeracy Skills	**SCQF 9** Use a wide range of routine skills and some advanced and specialised skills in support of established practices in relation to sustainable business development that convey information and ideas clearly to a specific audience through oral presentations and written texts, and identify and interpret key quantitative data.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise autonomy and initiative in some activities at a professional level in relation to sustainability business development, taking responsibility for own work and the work of others within a group / team environment.

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

Learning and Teaching
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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	12
Independent Study	152
Please select	
Please select	
TOTAL	200

Indicative Resources

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

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Kopnina H, Padfield R, Mylan J. (2023) Sustainable Business: Key Issues (Key Issues in Environment and Sustainability). Third Edition. Routledge

Wagner S, (2021) Business and Environmental Sustainability: Foundations, Challenges and Corporate Functions, First Edition. Routledge

Other suggested reading:

Texts: Hanley N, Shogren J White B (2013) Introduction to Environmental Economics. Third Edition . Oxford University Press

Raworth, K. (2022) Doughnut Economics. Seven Ways to Think Like a 21st century Economist. Penguin Books

Journals: Bocken N Boons F Baldassarre B (2018) 'Sustainable business model experimentation by understanding ecologies of business models', Journal of Cleaner Production, 208, pp.1498-1512.

Bocken N, Short S, Rana P, Evans S (2014) 'A literature and practice review to develop sustainable business model archetypes', Journal of Cleaner Production, 65, pp 42-56

Bocken N, (2023) Nancy Bocken - Sustainability - Business - Research. Available at: https://nancybocken.com/

(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
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

Divisional Programme Board	**Management, Organisations People**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **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	Management, Organisations & People
Moderator	TBC
External Examiner	S Romenska
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation (30%)
Assessment 2
Written Assignment (70%)
Assessment 3
(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 Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	☒	☐	☐	☐	☐	30	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written Assignment	☐	☒	☒	☐	☐	70	

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
Updated MD using the latest temlate of module descriptor.	13/03/2025	M. Khan
Removed word "Group" from the assessment 1 to allow flexibility	13/03/2025	M. Khan