

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: People, Planet and Profit

Code: BUSN08062	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:	Dr Muzammal Khan		

Summary of Module

In this module, you the students will be provided with an insight into how human activities (industrialisation, globalisation, urbanisation, consumerism) have depleted the earth's natural resources and caused many global issues.

From the **PLANET** perspective, humanity is facing several issues, for example, climate change, global warming, carbon emissions, deforestation, land, water & air pollution, plastic waste, effect on marine life, and loss of biodiversity.

From the **PEOPLE** perspective, we, the communities are facing issues. For example, child labour, sweatshops, health and safety issues, poor wage culture, poor women treatment, modern slavery and public health concerns.

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 whilst earning **PROFIT** ethically and sustainably.

You will critically evaluate theoretical concepts of ethics and triple bottom line people, planet and profit and explore social, economic and environmental impacts. You will apply management tools, frameworks and guidelines designed to reduce negative impacts whilst maximising the positive impacts of sustainability actions.

You will learn about:

- Business ethics, corporate social responsibility, sustainability, global citizenship.
- Stakeholders, and business externalities, stakeholder dialogue. The war on the planet and the battle to save humanity and the planet.
- Geographical differences in ethics and sustainability.
- Social Movements, NGOs and social change and activism.
- The future of people, planet, and profit

Module Delivery Method

Face-To-Face	Blended	Fully Online
	✓	✓

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.

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.

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

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)

On successful completion of this module the student will be able to:

- L1. Demonstrate an understanding of approaches to people, planet, and profit.
- L2. Apply the main theoretical concepts relating to ethics and sustainability
- L3. Evaluate the impact of the activities of humans on the world
- L4. Critically assess the need for ethical and sustainable recovery within the business environment.

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)	<p>SCQF Level 8.</p> <p>Demonstrate and/or work with a knowledge of the scope, defining features, and main areas of people, planet and profit.</p> <p>Understand a defined range of core theories, concepts, principles and terminology.</p> <p>Awareness and understanding of some major current issues within business ethics and sustainability.</p>

Practice: Applied Knowledge and Understanding	<p>SCQF Level 8.</p> <p>Apply knowledge, skills and understanding in using a range of skills, techniques, practices and/or materials associated with the triple bottom line and business ethics and sustainability</p>	
Generic Cognitive skills	<p>SCQF Level 8.</p> <p>Undertake analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings of business ethics and sustainability</p> <p>Use a range of approaches to formulate and evaluate evidence-based solutions/responses to defined and/or routine problems and issues relating to the triple bottom line.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Use a wide range of routine skills and some advanced and specialised skills associated with business ethics and sustainability, for example:</p> <ul style="list-style-type: none"> - Convey complex information to a range of audiences and for a range of purposes. - Use a range of standard ICT applications to process and obtain data. 	
Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Exercise autonomy and initiative in some activities in business ethics and sustainability and triple bottom line</p> <p>Manage resources within defined areas of work.</p>	
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 will use a variety of teaching and learning approaches that will introduce you to the concepts and implications of ethics and sustainability and how the concept of the triple bottom line impacts businesses. It will use a flipped-classroom approach which will encourage self-learning and peer-learning through the use of online and directed learning materials. Assessment will include a class test which assesses your knowledge and understanding of the subject areas and theories. The test will use a range of question types including multiple choice (single correct answers, or all or nothing questions), true and false, matching statements and missing words, and incomplete statements. This will form 40% of the final module mark. An individual poster presentation assessment will also be used, and this will form 60% of the module mark. This will be supported during tutorials to ensure that groups are clear on how to structure a poster presentation, and on how to present the poster and deal with panel questions.

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)

Workshop/tutorial activity

36

Asynchronous Support Activity

12

Independent Study

152

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:

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Crane, A. & Matten, D. (2019). Business Ethics. Oxford: Oxford University Press

Other resources will be indicated within the module handbook where appropriate.

(**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)

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 following link:

[Academic engagement and attendance procedure](#)

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No

Subject Panel	Management, Organisations and People
Moderator	Katie McQuade
External Examiner	Clare Manning
Accreditation Details	
Changes/Version Number	1 Updated to add distance/online learning as an option. LOs 1,2, and 3 updated. Removal of mention of traditional delivery, other resources added, weighting of assessments changed, assessment learning outcomes updated, and information on group poster process amended.

Assessment: (also refer to Assessment Outcomes Grids below)
Online Class Test (40%)
Group Poster Presentation and Q&A (60%)
(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
Unseen open book	✓	✓			40	0
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
Demonstrations/ Poster presentations/ Exhibitions			✓	✓	60	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

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)