

# University of the West of Scotland

## Module Descriptor

Session: 2022/23

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**Title of Module: Responsible Business Behaviour**

<b>Code: LNDN08005</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Claire English		

### 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

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. 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.

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
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<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

**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.

<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (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:

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)

**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](#)

**Supplemental Information**

<b>Programme Board</b>	Marketing, Innovation, Tourism & Events
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	TBC
<b>Moderator</b>	TBC
<b>External Examiner</b>	TBC
<b>Accreditation Details</b>	
<b>Version Number</b>	1
	<b>Changes</b>

**Assessment: (also refer to Assessment Outcomes Grids below)**

Group Presentation about what organisations can do to contribute to the success of three of the sustainable development goals of your choice (50%)

Essay (50%)

(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**

<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Presentation	✓			✓	50	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
Essay		✓	✓		50	0
<b>Combined Total For All Components</b>					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)