

## University of the West of Scotland

## Module Descriptor Template

Session: 2024/25

Title of Module: Sustainable Business Development			
<b>Code:</b>	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS:</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Muzammal Khan		
Summary of Module			
<p>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.</p> <p>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.</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Fully Online</b> 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.</p> <p><b>Blended</b> 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</p>		

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 <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	New College Lanarkshire

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements)	
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
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.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>		
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (K and U)	SCQF Level 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 Level 9 Apply knowledge, skills and understanding in evaluating approaches to achieve a sustainable business enterprise.	
Generic Cognitive skills	SCQF Level 9 Undertake critical analysis and evaluation of a range of transformative approaches to sustainable business development.	
Communication, ICT and Numeracy Skills	SCQF Level 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 Level 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.	
<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>

<b>Learning and Teaching</b>

<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): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Lecture/Core Content Delivery	24
Tutorial Activity	12
Asynchronous Class Activity	12
Independent Study	152
	200 hrs total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Kopnina H, Padfield R, Mylan J. (2023) Sustainable Business: Key Issues (Key Issues in Environment and Sustainability). Third Edition. Routledge</p> <p>Wagner S, (2021) Business and Environmental Sustainability: Foundations, Challenges and Corporate Functions, First Edition. Routledge</p> <p>Other suggested reading:</p> <p>Texts: Hanley N, Shogren J White B (2013) Introduction to Environmental Economics. Third Edition . Oxford University Press</p> <p>Raworth, K. (2022) Doughnut Economics. Seven Ways to Think Like a 21<sup>st</sup> century Economist. Penguin Books</p> <p>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.</p> <p>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</p> <p>Bocken N, (2023) Nancy Bocken - Sustainability - Business - Research. Available at: <a href="https://nancybocken.com/">https://nancybocken.com/</a></p>	

(\*\*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 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 VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

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

Please click to add specifics.

### Equality and Diversity

#### [UWS Equality and Diversity Policy](#)

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

<b>Divisional Programme Board</b>	Management, Organisation and People
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Management, Organisation and People
<b>Moderator</b>	TBC
<b>External Examiner</b>	TBC
<b>Accreditation Details</b>	NA
<b>Changes/Version Number</b>	



<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Assessment 1: Prepare and deliver a group presentation that critically examines the rationale for developing sustainable business practices.
Assessment 2: Written assignment that critically analyses a range of sustainable business models with a recommendation for an appropriate model for a commercial enterprise.
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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.)**

<b>Component 1</b>					
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (% of Assessment Element)</b>	<b>Timetabled Contact Hours</b>
Group Project and presentation	✓			30%	
<b>Component 2</b>					
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (% of Assessment Element)</b>	<b>Timetabled Contact Hours</b>
Individual Assignment		✓	✓	70%	
<b>Combined Total For All Components</b>				100%	hours

## Footnotes

A. Referred to within Assessment Section above. 1. More than one assessment method can be used to assess individual learning outcomes.