1. KentVision Code and title of the module

BUSN5025: Critical Perspectives on Business Ethics

## Division which will be responsible for management of the module

Kent Business School

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 5

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

BUSN3660 – Management Principles

## The course(s) of study to which the module contributes

Optional to the following courses:

BSc Business and Management and associated courses

## The intended subject specific learning outcomes.On successfully completing the module students will be able to:

8.1 Understand and contrast a variety of normative ethical frameworks

8.2 Apply different ethical concepts and frameworks to the analysis of practical problems in business and management

8.3 Critically analyse business and management practices around ethical decision-making in the face of the economic, social, and environmental challenges faced by public, private and not-for-profit organisations

8.4 Critically reflect on the role of “business ethics” and “sustainability” in the contemporary business environment

## The intended generic learning outcomes.On successfully completing the module students will be able to:

9.1. Demonstrate an understanding of the ethical dilemmas faced by contemporary organizations

9.2 Demonstrate an ability to communicate effectively and confidently about business ethics issues across different contexts to specialist and non-specialist audiences;

9.3 Demonstrate enhanced critical thinking skills and the ability to draw on ethical concepts and frameworks to articulate complex arguments;

## A synopsis of the curriculum

Many contemporary businesses claim to champion “ethical business” and list it as one of their core values, but what does it mean for a business to act “ethically” and how can managers work to ensure that ethical decision making is embedded throughout their organizations?

This module will grapple with and address philosophical questions relevant to practical business problems and the work of managing in contemporary organisations. For example, how does “the person” fit within “the corporation” and can either act as a morally responsible agent? Do organizations have a responsibility to protect their customers from harmful products or is caveat emptor a sound governing principle? Does an organization have a responsibility to be sustainable and monitor its wider social and environmental impact, or are natural resources simply those that it can use as it sees fit within the bounds of the law? Should a business pay fair wages, source products from trusted supply chains, and protect whistle-blowers? Is there a “business of business ethics”, that is to say, is ethical business just a tool for furthering profitability?

This module will take a case study based approach to understanding and critically assaying the ethical dilemmas that contemporary businesses and managers face, looking at different examples each week in order to develop an appreciation of different ethical perspectives. It contributes to employability by supporting students to develop their critical thinking and reasoning skills.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 128

Contact Hours: 22

Total: 150

## Assessment methods

* 1. Main assessment methods

Individual presentation (“Expert Opinion” - 3 minutes) - 20%

Individual Critical Summary (1,000 words) - 20%

Individual Essay (2,500 words) - 60%

13.2 Reassessment methods

100% coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Lecture** | **x** | **x** | **x** | **x** | **x** |  |  |
| **Seminar** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Individual presentation** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Individual Critical Summary**  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Individual Essay**  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

Medway

## Internationalisation

This module will draw on international case studies in order to position considerations of ethics in a global context. The module will be linked to international problems solved through the application of universal principles. Students will benefit from discussion and application of learning in an international classroom.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |