1. **Title of the module**

BUSN7001 (CB7001) Business Ethics and Sustainable Management

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

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

This module is to be taught as part of the new Chartered Manager Degree Apprenticeship which will be delivered by a part-time blended learning approach

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BSc Management as part of the Chartered Manager Higher and Degree Apprenticeship

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

8.1 analyse the relationship between business and society over time

8.2 understand the key principles of sustainability in business practice and be able to debate the main ethical, economic, social and environmental challenges faced by public, private and not for profit organisations

8.3 compare and contrast different theoretical frameworks and paradigms, and apply to a range of contemporary challenges

8.4 display knowledge of the relationship between ethical and sustainable management and organisational performance, behaviour, reporting and governance

8.5 demonstrate analytical skills needed to develop, implement and assess sustainability frameworks in business practice

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

9.1 demonstrate an ability to manage ethically

9.2 generate solutions and address problems

9.3 work with others

9.4 present a logical case/argument

9.5 let decision making be informed by analytical developments

1. **A synopsis of the curriculum**

Business ethics and sustainability are central to contemporary management and thus this module will explore the following topics:

* History, definitions and timeline of society’s view on business ethics and sustainability
* Cross-disciplinary approaches to ethics and sustainability
* Role of globalisation, policy and culture
* Ethics and ethical dilemmas
* Change Management, Values, Governance and Leadership
* Sustainable Business Models
* Social Innovation
* Partnerships and collaboration
* Responsible Supply Chain Management
* Environmental Assessment Frameworks and Sustainable Management in practice
* Sustainable Supply Chain Management
* Innovation and creativity
* The role and responses of Corporations, SMEs, Public and not-for-profit organisations

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Crane, A and Matten, D (2016), *Business Ethics: Managing corporate citizenship and sustainability in the age of globalization*, 4th Edition, Oxford: Oxford University Press

Ferrell, O.C., Fraedrich, J. and Ferrell, L. (2017). *Business Ethics: Ethical Decision Making and Cases*. 11th Edn. Boston, MA: Cengage Learning

Nicholls, A., and Murdoch, A. (2012), *Social Innovation: Blurring Boundaries to Reconfigure Markets* London: Palgrave MacMillan

Stanwick, Peter, and Stanwick, Sarah (2014), *Understanding Business Ethics* London: Sage Publications

Well, G (2013), *Sustainable Business: Theory practice for Business Under Sustainability Principles* Northampton, MA: Edward Elgar Publishing Inc

Young, Scott T., and Dhanda, K. Kathy (2013), *Sustainability – Essentials for Business* London: Sage Publications

1. **Learning and teaching methods**

The total study time for this module is 150 hours incorporating online e-learning, work-based experience and private study

Teaching is delivered as a blended learning approach. VLE-delivered E-activities, VLE-delivered practicals and work activities serve to reinforce material presented online and also relate directly to the learning objectives. These are specifically based on enabling students to relate their theoretical knowledge to the workplace in a variety of industries.

Work-based experience serves to reinforce and provide real-life context to the material being delivered in the module.

1. **Assessment methods**
   1. Main assessment methods

Group Presentation (20%)

Moodle MCQ Test (20%)

2 hour examination (60%)

13.2 Reassessment methods

Reassessment Instrument: 100% examination.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Teaching | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Workplace assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Group Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| In-course Test (MCQ) | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Examination | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |

1. **Inclusive module design**

The School 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

1. **Campus(es) or centre(s) where module will be delivered**

Blended learning, Medway, Canterbury, Employer

1. **Internationalisation**

In introducing Business Ethics, a key context used in the discussion is globalisation. This is because Multi-National Corporations are at the centre of the public’s criticism of globalisation. It is within this context that international corporations have to define and legitimize the ‘right and wrong’ of their behaviour.

Business Ethics also varies across the world, particularly in the case of ethical theories. As such, relevant differences in mainstream debate in Europe, North America and Asia needs to be highlighted in terms of ethical theories development and implementation in practice.

The module also addresses Corporate Social Responsibility (CSR) in international context. Therefore CSR models from the explicit and implicit perspectives are introduced as different countries usually have tendencies to adopt different models because of institutional structures and corporate cultures.

These internationalisation dimensions are captured in the module content and delivery, LOs and module assessments.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

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