

UNIVERSITY OF CHICHESTER
BUSINESS AND MANAGEMENT PROGRAMME
MODULE REPORT 2006/2007

UNIT	BAM 321 – Business Ethics & Social Responsibility		
LEVEL	3	SEMESTER	2

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Signature:	Chris Downs
Date:	24 August 2007

1) MODULE AIMS AND LEARNING OUTCOMES

Below left are the module aims as described in the module handbook. Below right are module aims as described in the module descriptor.

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| <ul style="list-style-type: none">• to develop our awareness of ethical considerations relevant to business practices and issues;• to gain in understanding of the concepts and theories used in addressing ethical questions;• to develop our skills in critical analysis and argument;• to discuss critically current issues of interest relating to corporate social responsibility and business behaviour;• to reflect on our own moral values, our attitudes and behaviour and learn from this activity. | <ul style="list-style-type: none">• To raise awareness of ethical considerations relevant to many business practices and issues, and of corporate social responsibility.• To introduce students to the concepts, theories and techniques used in addressing such ethical considerations.• To develop students' skills in critical analysis and argument, in particular ethical reasoning.• To have students discuss critically current business and government policies relating to corporate social responsibility.• To have students reflect on their own moral values, their attitudes and behaviour. |
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Learning Outcomes:

Below are the outcomes as specified in the module descriptor.

On successful completion of this module students will be able to:

- Examine a range of ethical theories, distinguishing between them on the basis of what are accepted as their most salient differences.
- Reflect on their own attitudes to ethical issues in the business sphere using appropriate concepts from ethical theory.
- Identify ethical issues that arise in business situations.
- Analyze and evaluate ethical reasoning and debate about ethical issues.
- Apply a range of ethical approaches to such issues in order to analyze them and produce prescriptions for action or policy.
- Evaluate corporate and government policies relating to corporate social responsibility.

2) STUDENT FEEDBACK

A summary of the student module evaluation feedback is provided in Appendix B. No particular problems have been identified in the statistical data. Most students reported that they felt they had achieved the module aims, found the module challenging and that the module proceeded at an appropriate pace. It would seem that some students may have given a mistaken answer to item 3 since it is not believed that more than a third of them had covered significant areas of the module content before. Comparisons with the preceding year are problematic because almost three times as many students took the module this year as did last year.

Many students commented favourably on the participative nature of classroom sessions and the opportunity for discussion. One such student also wrote that the module was “what uni should be about” and lamented that they had had to wait until the final semester of the course for it. These comments also suggest that students appreciated the exploration of competing views and perspectives, and the opportunity to debate some eternally problematic issues. However, there also appears to be a subgroup of students who wish for a more didactic approach, with some requests for more Powerpoint slides. (It’s not wholly clear whether this reflects a desire for more lecturing or for more handouts of slides; significant use was made of Powerpoint slides and these were all made available on the module website.)

A further criticism concerned the lack of contribution of other students. One student appears to have taken this as evidence that some students had not wanted to take the module but were constrained by the lack of option modules; the student wrote: “would it not be possible to offer a choice, 2 out 3 so those that didn’t want to take Business Ethics didn’t have to?” One is bound to sympathise with students frustrated by the conduct of their colleagues, and this is a theme that has been clear in the module tutor’s other modules in 2006/07. It is not known, though, whether students’ lack of contribution reflects lack of interest in the subject or whether it has some other explanation. Given that no student complained of having to take the module, it should certainly not be ruled out that other factors are more important.

3) MODULE EVALUATION – STRENGTHS AND WEAKNESSES

The participative nature of the module is regarded as a strength and this is reflected in the student feedback. However, a significant number of students were infrequent and rather reluctant contributors to plenary discussions, although they may have contributed well to small group discussions within classes.

In addition to the problem of non-participation in plenary discussions, and perhaps related to it, there was a problem with students' completion of inter-session tasks. A quarter of students expressed disagreement with the statement "I completed all the directed tasks set by the module tutor(s) at the appropriate times" on the module evaluation questionnaire. This question is perhaps not as well-worded as it might be, since it is really a binary yes/no question; and the module tutor does not believe that three quarters of students did complete all the inter-session tasks on time.

The assessment strategy worked well in the following sense. Some students (including those who got firsts overall) performed significantly better on one assessment task than the other, and it was not the case that these students all performed better on the same task. There were examples of students who did very well overall who produced poorer papers under exam conditions than the papers they produced as assignments, and students who did the reverse. This year there has been real benefit to students in having two assessment tasks. The quality of the best work produced by students was very high.

4) ACTION TAKEN SINCE LAST YEAR AND RESPONSE TO EXTERNAL EXAMINER FEEDBACK

No significant changes were made, though the external examiner's advice to the BAM programme team regarding making more use of the higher end of the range in marking was heeded. The standard deviation of the distribution of marks was higher this year than last (but last year many fewer students took the module).

5) PROPOSED ACTIONS FOR 2007/2008

No major changes are proposed but it is intended to improve the module handbook to provide more and clearer guidance to students. It is proposed to draw on the University's *Commitment Charter, July 2006*.

There was less explicit emphasis on argument analysis in 2006/07 than hitherto, and it is proposed to continue in similar manner in 2007/08.

6) ASSESSMENT REPORT

Summative:

Assessment took the form of a reflective log and a time-constrained exercise done under exam conditions. Each carried a 50% weighting. A sample of approximately 20% of scripts from each of the two pieces of assessed work was moderated by a second tutor.

Formative:

The classroom sessions provided much opportunity for students to gain formative feedback both from the tutor and also from other students. Students were asked to keep a weekly diary and these formed the basis of discussions in a number of the classroom sessions.

UNIVERSITY OF CHICHESTER
BUSINESS AND MANAGEMENT PROGRAMME
(MODULE STATISTICS)

MODULE: Business Ethics & Social Responsibility	LEVEL: 3
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1. SUMMARY OF MARKS BY SEMESTER:

	Semester 1			Semester 2		
	Exercise	Log	Total	Exercise	Log	Total
Mean				56.4	60.5	58.5
S.D.				10.8	14.7	10.8
Pass rate				95%		

N = 19

2. OVERALL MODULE MARK FOR CURRENT & PREVIOUS YEAR

	Academic Year 2006/2007			Academic Year 2005/2006		
	Exercise	Log	Total	Exercise	Log	Total
Mean	56.4	60.5	58.5	57.6	53.0	55.3
S.D.	10.8	14.7	10.8	9.9	6.8	5.7
Pass rate	95%			100%		

3. ANALYSIS OF CLASSIFICATIONS

<35%	35-39%	40-49%	50-59%	60-69%	70% +	TOTAL
0	1	3	8	4	4	20

MODULE COORDINATOR:

Chris Downs

DATE:

August 2007

Appendix B

BAM 321 Business Ethics & Social Responsibility 2006/07

1. Through studying this module I have achieved the module aims.

Strongly Disagree					Strongly Agree		Total number of respondents
1	2	3	4	5	6		
0%	6%	0%	41%	35%	18%	17	

2. I found the module challenging.

Strongly Disagree					Strongly Agree		Total number of respondents
1	2	3	4	5	6		
0%	6%	6%	35%	29%	24%	17	

3. I have covered significant areas of the module content though previous study or in the work place.

Strongly Disagree					Strongly Agree		Total number of respondents
1	2	3	4	5	6		
12%	29%	18%	6%	29%	6%	17	

4. I believe that the module proceeded at an appropriate pace for me.

Strongly Disagree					Strongly Agree		Total number of respondents
1	2	3	4	5	6		
0%	0%	18%	41%	18%	24%	17	

5. I made full use of the lecture/seminar sessions by: listening actively; asking questions and offering answers to questions; tackling tasks with others and individually.

Strongly Disagree					Strongly Agree		Total number of respondents
1	2	3	4	5	6		
0%	6%	6%	29%	35%	24%	17	

6. I completed all the directed tasks set by the module tutor(s) at the appropriate times.

Strongly Disagree					Strongly Agree		Total number of respondents
1	2	3	4	5	6		
0%	12%	12%	29%	29%	18%	17	