



# Unit Outline (Higher Education)

**Institute / School:** Institute of Innovation, Science & Sustainability

**Unit Title:** BUSINESS, SOCIETY AND THE PLANET

**Unit ID:** BUGEN5930

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 080399

**Description of the Unit:**

This unit aims to enable students to develop perspective, knowledge and skills to recognise and evaluate ethical, socially responsible and sustainable business practices and to consider the impact of these practices. Students will investigate relevant theories and apply suitable research methods to determine the appropriateness of contemporary business practices.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory				✓		

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Recognise the interdependence of society, natural environment and the economy and the challenges this poses to business
- K2.** Explain key concepts of sustainability and evaluate the potential for sustainable practices to create economic value
- K3.** Identify ethical dilemmas and recognise ethical decision making styles in business contexts
- K4.** Outline relevant theories and suitable research methods to determine the appropriateness of business practices in contemporary society
- K5.** Appraise different perspectives on the role of business in today's society
- K6.** Identify strategies for influencing socially responsible change in business

#### Skills:

- S1.** Engage with systems thinking and complexity
- S2.** Identify and analyse complex challenges facing business by applying established theories within various contexts of practice and knowledge
- S3.** Reflect on theory and one's own perspective, including exploration and transformation, and evaluate other perspectives and recognise alternative views
- S4.** Independently critique and synthesise the literature related to an issue, concern, or problem, and summarise the research findings
- S5.** Evaluate ethical, socially responsible and/or sustainable business challenges and generate and articulate responses to these challenges.
- S6.** Demonstrate critical thinking skills including a critical awareness of bias

#### Application of knowledge and skills:

- A1.** Confidently construct and deliver responses, based on personal values, to conflict in a business environment
- A2.** Work both independently and co-operatively, demonstrating intercultural awareness and understanding
- A3.** Integrate social, environmental and economic perspectives into business practice

#### Unit Content:

Topics may include:

- The role of business in the 21st century
  - The only business of business is wealth maximisation or is it?
  - Business models and structures
- What do we mean by ethical, socially responsible and sustainable?

Concepts and definitions

Interdependencies - systems thinking

- Ethics in a business context

Recognition of ethical problems

Ethical decision making

- Business strategy and the role of social responsibility

Supply chains

Fair trade

Labour standards

- Research an aspect of business social responsibility

- Sustainability as a business imperative

Emerging issues and challenges to business

Interdependencies of economic, social and environmental systems

- Identifying and measuring business success

Financial and non-financial reporting

What should companies report for whom? Why?

### Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

**One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1,S3, S4, S6	AT1, AT2A, AT3

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S1, S2	AT1, AT2A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3, K5, A1	AT1, AT2B, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, K4, S5, A2	AT1, AT2A, AT2B, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K6, A3	AT1, AT2A, AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1,K2,K5,K6 S1,S2,S3,S5,S6 A3	Relate how learning evolves during the unit	Reflective writing	20-30%
K1,K3,K5 S1,S2,S4,S5,S6 A1,A2,A3	Group task with individual research and other contribution required	Individual contribution to combination of group written report, essay or script and presentation	30-40%
K4,K5,K6 S1,S2,S3,S5,S6 A1,A3	Reviewing, demonstrating knowledge of key concepts, analysis	Exam	40-50%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)