

TEACHING GUIDE

1. BASIC INFORMATION

Subject	Business Ethics
Degrees	Business Administration and Management (ADE)
Faculties	Faculty of Business Administration and Law
ECTS	6
Character	Mandatory
Language	English
Mode	In-person
Semester	Fifth
Subject Coordinator	Seamus O'Brien

2. PRESENTATION

This module aims to develop students' awareness and understanding of the ethical issues in business. In particular, the ethical issues facing companies will be examined. It introduces students to core principles of ethical thought, models of ethical decision-making, and a variety of business situations in which ethically informed decisions will be significant for individuals, organizations, and wider societies.

3. COMPETENCIES AND LEARNING OUTCOMES

Type	Code	Description
Basic	BC03	That students have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.
	CB04	That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.
General	GC01	Resolve complex and unpredictable situations systematically, creatively and with critical judgment, making decisions with incomplete information and assuming risks in the field of business management.
	GC04	Work in an international and intercultural context in the field of business management.
Transversal	TC01	Demonstrate ethical and aesthetic conduct with social responsibility and commitment to sustainability
	TC02	Acquire a global and international vision to function in an environment of social and cultural diversity.
	TC03	Demonstrate oral and written communication skills in a foreign language.
	TC04	Apply scientific, critical and self-critical thinking with an open mind to the ideas of others.
	CT07	Demonstrate skills and attitudes for autonomous work and teamwork.
Specific	CE31	Be able to resolve complex ethical dilemmas by developing critical capacity and sensitivity towards purposeful leadership (value-based leadership).

Code	Description
LO01	Develop student sensitivity about the role of ethics in business decision-making.
LO02	Understand the need to have strong values and act in accordance with them.
LO03	Increase the ability to generate value in the business and positively impact sustainable social development.
LO04	Achieve transformative learning, by reflecting on personal beliefs and moving towards a greater awareness.
LO05	Apply knowledge to the service of society through service-learning actions.

4. CONTENT

Unit I Stakeholder Needs

- 1.1. The Foundations of Ethical Thought
- 1.2. The Evolving Complexities of Business Ethics
- 1.3. Stakeholders and Corporate Social Responsibility
- 1.4 Corporate Social Responsibility

Unit II Internal Focus

- 2.1. Ethics and Financial Reporting
- 2.2. Ethical Leadership and Corporate Governance
- 2.3. Strategic Planning, Corporate Culture, and Corporate Compliance
- 2.4. Decision Making and Human Resource Issues

Unit III External Focus

- 3.1. Ethics and the Environment
- 3.2. Ethics and Information Technology
- 3.3. Ethical Issues and Big Data
- 3.4 Marketing and Advertising
- 3.5 Ethical Issues in the Developing World
- 3.6 Establishing a Code of Ethics and Ethical Guidelines
- 3.7 Evaluating Corporate Ethics

5. TEACHING AND LEARNING METHODOLOGIES

UIE develops an innovative academic model centered on the learner, combining different philosophical approaches to Teaching-Learning (T-L), a wide variety of learning activities—especially those in which students take an active role in knowledge construction—continuous guidance, and the intensive use of technology as a facilitating tool, creating a unique and innovative learning ecosystem.

The training is conducted in an in-person modality, including synchronous virtual learning, supported by a cutting-edge virtual campus that provides flexibility and personalization within a ubiquitous learning (U-Learning) model.

Additionally, in alignment with its founding and corporate principles of social responsibility, UIE not only encourages the participation of its entire university community in volunteer and social service activities but also incorporates the Service-Learning (ApS) approach as a formal component of its teaching-learning strategies.

Code	Activity	Type	E-A Mode	Approach
TM01	Initial Contact and Motivation	I	Introductory	IP
TM02	Presentation, Work Plan and Commitment	I		
TM03	Lecture	T	Expository and Participatory	IP
TM04	Invited Expert Talks	T		
TM05	UIE Methodology	P	Guided/Independent	IP/NP
TM07	Virtual Campus Activity	T/P		
TM08	Content Study	T	Independent	NP
TM09	Project and Assignment Development	T/P		
TM13	Presentations	T/P	Guided	PR
TM16	Use of Software Tools	P		
TM17	Laboratory Practices	Q		
TM19	Service-Learning (S-L)	T/P	Service-Learning	IP
TM20	Tutorials	T/P	Personalised (Individual/Group)	IP
TM21	Learning Contract	I/T/P		
TM22	Portfolio (Portfolio Assessment)	T/P	Autonomous	NP
TM23	Discussion Forums	T/P		
TM24	Analysis and Synthesis of Documentary Material	T		
TM25	Monitoring and Completion	C	Continuous Self-Assessment	NP

I: Informative T: Theoretical P: Practical C: Complementary IP: In-person NP: Non-in-person

6. TRAINING ACTIVITIES

The following identifies the types of educational activities that will be carried out:

Code	Name	Modality	Type of activity
AF01	Introductory	IP	Motivational/Informative
AF02	Expository and Participatory	IP	Theoretical
AF03	Guided	IP	Theoretical / Practical
AF04	Personalized (Individual / Group)	IP	Theoretical / Practical
AF05	Autonomous	NP	Theoretical / Practical
AF06	Service-Learning	IP	Service-Learning
AF07	Continuous self-assessment	NP	Quality Assessment

IP: In-person NP: Non-in-person

7. EVALUATION

The model also includes the continuous assessment process as an essential part of verifying the competencies acquired. For UIE, and in line with the proposed improvement of the teaching-learning process for the European Higher Education Area (EHEA), the assessment system, called Learning Outcomes Review (LOR), is developed as a more humanized process, distancing itself from traditional systems where students risk their fate in exams (sessions), sometimes with high and decisive percentage weights, leading to stress, frustration, and occasionally, dropout.

The UIE LOR system is continuous, shared, and progressive, allowing for the monitoring of learning throughout the entire period, making it a natural process to which students turn without negative emotions and aware of the need to understand their own progress.

Code	Evaluation Activity	Weighting %	Type	Mode
AE01	Partial Tests	40	Discrete	O/E
AE05	Participation in the Virtual Campus	10	Discrete (Pass/ Fail)	
AE06	Participation, Daily Activities and Volunteering	5	Discrete (Pass/ Fail)	O
AE09	Digital Portfolio	45	Discrete	O/E
AE10	Retake Partial	-	Discrete	W/O
		100		

Mode: O: Oral W: Written O/E: Both

8. BIBLIOGRAPHY

- Ferrell, O. C., Fraedrich, J., & Ferrell, L. (2021). *Business ethics: Ethical decision making and cases* (13th ed.). Cengage Learning.
- Stanwick, P., & Stanwick, S. (2015). *Understanding business ethics* (3rd ed.). SAGE Publications, Inc.

9. TUTORIALS

MD20 Tutorial (2%): Students must attend at least three personalized tutorials throughout the semester. This is an all-or-nothing activity (“Pass-Fail”), meaning that all three tutorials must be completed.

10. QUALITY SURVEYS

MD25 Quality Management (2%): Students must complete four forms throughout the semester related to UIE's quality management. This is an all-or-nothing activity (“Pass-Fail”), meaning that all four forms must be completed within the deadlines specified in the course activity plan. The activity aims to timely assess the development of the teaching-learning process and the transversal competence related to critical and self-critical thinking.