

University of the West of Scotland

Module Descriptor Template

Session: 2024/2025

Title of Module: Sustainable Development Goals in a Business Context			
Code: TBC	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Dr Muzammal Khan		
Summary of Module			
<p>Sustainable Development Goals in a Business Context focuses on how businesses can integrate the United Nations' Sustainable Development Goals (SDGs) into their practices. It explores how businesses can align strategies with these SDGs to positively impact society and ensure long-term sustainability.</p> <p>It introduces the 17 SDGs and their significance in addressing global challenges. It also considers the strategies that businesses may adopt in incorporating SDGs into their core operations, explores the importance of partnerships between businesses, governments, and NGOs for SDG-aligned initiatives, addresses challenges, and identifies growth opportunities through sustainable practices.</p> <p>The module aims to equip students with the knowledge and understanding needed to embrace SDGs in supporting responsible and sustainable business practices. This is important for implementing collective sustainable actions for a better future.</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment</p>		

activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	New College Lanarkshire

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Examine and evaluate the integration of specific business strategies within the framework of Sustainable Development Goals (SDGs), identifying key intersections and potential impacts on societal, environmental, and economic facets.
L2	Analyse effective partnership strategies to support initiatives aligned with Sustainable Development Goals (SDGs).
L3	Identify challenges and opportunities in integrating SDGs effectively while fostering sustainable business approaches.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 9</p> <p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> An understanding of the scope and defining features of sustainable development goals (SDGs), and an

	<p>integrated knowledge of their main areas and boundaries.</p> <ul style="list-style-type: none"> • A critical understanding of a range of the principles, principal theories, concepts, and terminology relating to SDGs and their implementation.. •
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>Apply knowledge, skills and understanding:</p> <ul style="list-style-type: none"> • In using a range of the principal professional skills, techniques, practices and/or materials associated with SDGs. •
Generic Cognitive skills	<p>SCQF Level 9</p> <ul style="list-style-type: none"> • Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, Information, and issues relating to SDGs and their implementation. • Draw on a range of sources in making judgements.
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <ul style="list-style-type: none"> • Use a wide range of routine skills and some advanced and specialised skills in support of established practices relating to SDGs for example: • Use a range of ICT applications to support and enhance work. •
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <ul style="list-style-type: none"> • Exercise autonomy and initiative in some activities relating to SDGs and their implementation.. • Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices relating to SDGs.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching	
<p>In line with UWS' Curriculum Framework, providing a flexible and hybrid, student-centred and inclusive approach to learning and teaching, this module has been designed to ensure that delivery is engaging, and provides activity/discussion-based and subject-specific workshops. The delivery is supported by meaningful online content, including short videos, reading materials, quizzes, etc. This approach creates more flexibility for students, while also enhancing deeper learning through engagement with peers and teaching staff, both online and in the classroom.</p> <p>The teaching strategy for this module is built around principles of collaboration and group learning.</p> <p>Students will attend workshops as outlined in the module handbook and will be expected to take part in continuous module activity, and an end-of-module event.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Laboratory/Practical Demonstration/Workshop	36
Asynchronous Class Activity	12
Independent Study	152
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Principles of Sustainable Business: Frameworks for Corporate Action on the SDGs, 1 by Rob van Tulder</p>	
<p>(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</p>	
Attendance Requirements	
<p>In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the library and on Aula, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>Please click to add specifics.</p>	
Equality and Diversity	
<p>The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet students' requirements.</p> <p>UWS Equality and Diversity Policy</p>	

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Management, Organisation and People
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Management, Organisations and People
Moderator	TBC
External Examiner	TBC
Accreditation Details	N/A
Changes/Version Number	1 New Module

Assessment: (also refer to Assessment Outcomes Grids below)
This assessment strategy employs a comprehensive case study or project (high weightage) to evaluate the practical application and analysis of Sustainable Development Goals (SDGs) in a business context. This is complemented by a quiz (low weightage) assessing foundation knowledge/understanding of specific SDG-related concepts. This dual assessment structure ensures a balanced evaluation of both theoretical comprehension and real-world application within the module.
Class test 30% - assessing basic understanding of the 17 SDGs and their significance could be employed
Case Study 70% - Students will write a comprehensive case study where they need to analyse a real or hypothetical business scenario.
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class Test	x			30%	0
Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case Study		x	x	70%	0

Footnotes

A. Referred to within Assessment Section above. 1. More than one assessment method can be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below: