Title of Module: Sustainability & Organisational Strategy			
Code: QUAL11017	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Peter Atorough		

Summary of Module

Changes in the business environment require organizations to constantly assess their strategies for success. Within the emerging context of sustainable development, students will learn about sustainability and its impact on organisational strategy, develop a deep understanding of current debates and narratives on sustainability, analyse the impact and application of sustainability principles to the competitive environment and the internal organisational systems; students will develop competence in evaluating strategies, and ensuring that management rolls out the strategies across the organisation taking cognisance of sustainable development goals.

The importance of sustainability will be explored from both a strategic and an operational perspective. with consideration of the economic, social and environmental impact of business activities such as standard operations and projects, their results and their effects, for now and future generations. The module works to develop various graduate attributes, including leadership qualities and socially responsible management skills.

This module is assessed by an individual assignment; there is no formal examination. Students will be expected to undertake an assessment task in relation to sustainable organisational strategy. This may be in the form of a coursework report, essay, presentation, poster or a combination of these.

Graduate attributes covered by this module include:

Universal

- Critical Thinker
- Ethically-minded
- Research-minded

Work Ready

- Problem Solver
- Effective Communicator
- Ambitious

Successful

- Autonomous
- Resilient
- Driven

The module is aligned with the updated curriculum framework of UWS:

1. **Student centred**: the material and case studies are based on different sectors to reflect the experience of the students from different degrees and contextualise their learning. Tutorial time and discussion forums (AULA, MS Teams) allow for a multi way communication between students themselves as well as student and lectures.
2. **Flexible and hybrid**: teaching material is made available on the online learning platform including slides, recordings, practical exercises and additional learning to complement each week's topic. Online lectures are available, and the recorded summaries allow for students to watch or Re-watch what they may have missed. The module is designed for full time, part time and Distance learning students.
3. **Simple and coherent**: the learning content, which is communicated from the start is set in a linear way to ensure learning is progressing smoothly with designed check-in milestones to assess progress (e.g. tutorial and in-lecture quizzes).
4. **Authentic**: discussions and assessment are based on students' experience, centred around the learning material
5. **Inclusive**: all material is available in written/visual formats; audio formats with subtitles and transcripts are provided where feasible.
6. **Sustainable**: material is updated annually and reflects the current state of affairs on the subject and in the industry/business environment, taking into consideration the student's feedback from formal and informal channels.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**HybridO**	**Work-based Learning**
☐	☐√	☐√	√		

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.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment 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

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.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☑				☑	☑	☐

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☑	Term 2	☑	Term 3	☐

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Demonstrate knowledge and awareness of high-level concepts in organisational strategy and their relationship to sustainable development.

L2. Critically analyse the growing challenge and imperative of sustainable organisational strategy by developing a systematic approach to assessing the problems and contexts with standard solutions and new approaches.

L3. Critically evaluate the opportunities, emerging systems and techniques for developing and managing new business strategic models, based on the principles of sustainability.

L4. Develop self-awareness and professional reflective practice about the impact of individual and collective behaviours on achieving sustainability in organisational strategy, by appreciating the impact of individual values, organisational culture and leadership.

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)	SCQF Level 11. Gain a critical understanding of the key concepts in organisational strategy and strategic management. Gain a critical understanding of the terms and importance of sustainability for organisational strategy and within a professional environment.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Identify how strategic management is impacted by the developments in sustainability practices. Analyse realistic mission, vision and value statements and how these are translated to actions to achieve sustainable development. Identify methods to embed sustainable solutions to all levels of organisations' strategy and work environment.
Generic Cognitive skills	SCQF Level 11. Demonstrate an integrated understanding of strategic management and sustainability issues and identify solutions to achieve sustainable business strategies.
Communication, ICT and Numeracy Skills	SCQF Level 11. Develop and demonstrate an ability to communicate effectively in a variety of professional settings using a variety of tools and techniques. Gain practice of the process of preparing written reports, presentations and delivery, using different IT tools.
Autonomy, Accountability and Working with others	SCQF Level 11. Work as part of a professional team to analyse information and formulate a solution. Prepare, carry out, report on and present new solutions to

	current problems. Develop the ability to self-reflect and recognise the impact of own current practices to the environment.	
Pre-requisites:	Before undertaking this module, the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	Appropriate knowledge and experience from past studies or work-based learning
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching	
The Learning & Teaching Strategy for this module is based on the general strategy for the MSc Project Management. There will be lectures on the terms of the modules and in class discussions. For Distance Learning students, full use will be made of the VLE, with the same approach adopted as for the face-to-face students. Email and videoconferencing will be used extensively to support students, with the mini-conference run via video-conference. Preparation for coursework assignment includes activities such as group briefings and a dedicated Q&A forum.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:	

CORE TEXT:

Stead, Jean Garner, and W. Edward Stead. "Sustainable Strategic Management." 2017. 2ⁿᵈ ed.

OTHER RECOMMENDED TEXTS:

Epstein, Marc J.; Rejc Buhovac, Adriana; Elkington, John; Leonard Herman B. "Dutch"; "Making Sustainability Work" Greenleaf Publishing, 2017. 2ⁿᵈ ed.

Sempels, Christophe.; Hoffmann, Jonas;"Sustainable Innovation Strategy: Creating Value in a World of Finite Resources";Basingstoke : Palgrave Macmillan, 2013.

Hitt, Michael A.; Ireland, R. Duane.;Hoskisson, Robert E., "Strategic Management: Concepts and Cases: Competitiveness and Globalization", Boston, Mass. : Cengage Learning, 2017. 12ᵗʰ ed.

Silvius, G., Sustainability in project management. London: Routledge, 2016.

(**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)

Engagement Requirements

In line with the Academic Engagement 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 the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Supplemental Information

Programme Board	Engineering
Assessment Results (Pass/Fail)	No
Subject Panel	Civil Engineering and Quality Management
Moderator	Peter Atorough
External Examiner	A Garad

Accreditation Details	
Version Number	1.0

Assessment: (also refer to Assessment Outcomes Grids below)
Category 2- Essay, report, presentation or hybrid (individually): Students will be given a brief on sustainability and its implications/implementation in organisational strategy and strategic management. Students will be asked to respond to this brief in one or a combination of the formats above.
(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.)

Assessment Type (Footnote B.)	**Component 1**					
	Learning Outcome (1)	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Essay/Report/Presentation	☐√	☐√	☐√	☐√	100	0
Combined Total For All Components					100%	0 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with university

regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations. More information on the University's EDI policies can be accessed at: https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/