Interdisciplinary Sustainable Development
MCEL 30022
Credit rating 10
Unit coordinator: TBC

Semester 2

Alliance Manchester Business School
Undergraduate

Level 3
FHEQ level 'UMPRC009'
(Also open to year 2 Students)

Course unit aims

The aim of the unit is to develop intellectual skills and deeper understanding in students of relevant concepts of, and barriers to, creating *change* towards sustainable development in a complex world.

Students will gain understanding of the complex issues surrounding sustainable development towards social responsibility and environmental sustainability, with focus on challenges and opportunities to enable change from an enterprise perspective (for profit and not-for-profit organisations).

Students will work as teams of 'sustainability consultants' and develop innovative strategies that balance conflicting needs and consequences, recognising wider considerations (beyond own discipline), and using creativity to overcome barriers to change. Students learn a practical, holistic, approach to tackling problems that applies the fundamental principles of sustainable development and the circular economy; requires both the development of close team collaboration, research skills and critical analysis of information.

Learning outcomes

Category of outcome	*Students should be able to:*
Knowledge and understanding	A1 Demonstrate critical understanding of the challenges associated with implementing changes for sustainable development: A2 Demonstrate knowledge of the role of different mechanisms for change and means of overcoming barriers to change.
Intellectual skills	B1 Apply a holistic and systemic approach to investigating complex, "messy" open-ended problems. B2 Work across traditional disciplinary boundaries in order to develop innovative strategies and proposals.

	B3 Apply a framework to employ problem solving skills in examining complex, multi-criteria, issues that incorporate uncertainty and conflicts of interest.
Practical skills	C1 Apply and develop information literacy skills C2 Apply problem solving skills within the context of a team activity/project C3 Research and critically analyse information from published literature and internet sources to produce written reports C4 Create and deliver a team presentation C5 Reflecting and analysing what has been learned through the experience
Transferable skills and personal qualities	D1 Apply reflective practice to engage in continuing self-improvement in a professional context. D2 Work collaboratively as a member of a diverse team, contributing to the development of effective team dynamics and project management processes. D3 Develop strategies to work more effectively with those from different disciplinary, national or cultural backgrounds. D4 Demonstrate skills in debating, structuring and communicating ideas and proposals in writing, verbally in meetings, and also in presentation format.

Employability skills

The unit aims to enable students to be more effective in their future career. Problem-based learning, real-life challenges and team work are key to this unit in order to equip students with competencies to enhance student employability such as:

- development of an awareness of challenges and opportunities that recent changes in consumer behaviour, regulations, political uncertainty present to a wide range of organisation.
- development a rigorous approach to researching, critically analysis and referencing academic and business information.
- developing innovative and creative solutions to a problem which require handling complexity and uncertainty
- consultancy like (not essay) report writing.
- working in a collaborative team to tackle a 'real world' problem from any sort of discipline

Indicative Syllabus

- Introduction to sustainable development from an organisation perspective
- Introduction to a Circular Economy
- Introduction to basic tools for environmental, social and economic sustainability assessment
- Tensions and trade-offs in sustainable development
- Introduction to barriers and pathways for sustainable development
- Developing creativity and innovative 'solutions' for sustainable development

Teaching and learning methods

This is a Problem-Based Learning (PBL) and most of the learning will be student-led. Therefore, much of the student learning will occur through student involvement in short research-based projects. In this unit, students work in active, collaborative teams on short structured projects, acting as a professional sustainable-development consultancy company.

Projects familiarise students with different aspects (beyond own discipline) of the challenges of enabling change towards sustainable development and social responsibility in a professional context. In addition to the scheduled weekly contact time in class, a significant amount of the weekly allocated 'private study time' is required to work on team projects/challenges.

There is a strong emphasis on participants developing effective co-operative team-working and practical project management practices, through developing innovative strategies that balance conflicting needs and consequences, recognising wider considerations and using creativity to overcome barriers to change.

Projects encompass the social, economic and environmental aspects of specific scenarios and are not simply about devising solutions to environmental problems. The scenarios may tackle any theme (discipline) related to sustainable development. Group discussions are used to help students analyse their learning from each project. Students should reflect on the development of their team-working practices and how their individual learning about sustainable development and the management of change has developed through studying the different projects.

The unit is fully supported via Blackboard and copies of all lecture material and additional supporting information is available within this virtual learning environment.

Assessment methods

Formative assignments:

- Blackboard (BB) Quiz: Sustainable Development: the basics: 10-15 minutes.

Summative assignments:

Team Project: - Presentation, 30%

Individual Project: - 2,000 words report, 70%*

Feedback methods

1. You will receive immediate feedback regarding your understanding of basic principles of sustainable development upon completing a blackboard multiple choice quiz. The quiz can be taken unlimited number of times.
2. Your lecturer is available to give feedback to the whole team or individuals during scheduled contact time.
3. Your lecturer may provide brief replies to your e-mailed enquiry ***within their scheduled working hours*** if time permits, or may arrange to meet immediately before, following or during a scheduled class session.
4. Your lecturer may feedback messages to the whole class via Blackboard if the point that you have raised could be of benefit to the whole class. **It is your responsibility to check blackboard regularly**.
5. After each project, your lecturer will provide written feedback.

Requisites

Note: this unit is an open elective unit which aims to provide an introduction to sustainable development.

Recommended reading

Laasch, O. (2021). *Principles of Management: Practicing Ethics, Responsibility, Sustainability.* 2nd Edition. London: Sage.

Kopnina, H. and Blewitt, J. (2018). *Sustainable business: Key issues.* 2nd Edition. Routledge.

Rogers P.P., Jalal K.F., Boyd J.A. (2012) **An Introduction to Sustainable Development** Routledge (ASIN: B0081YWAQ4)

Young T. S., K. K. Dhanda (2013). **Sustainability for Business,** Sage

Stark, R., Seliger, G. and Bonvoisin, J. (2017). *Sustainable Manufacturing: Challenges, Solutions and Implementation Perspectives*. Springer.

Aagaard, A. (Ed.). (2018). *Sustainable Business Models: Innovation, Implementation and Success.* Springer.

Allenby B.R. (2012). **The Theory and Practice of Sustainable Engineering** Pearson (Prentice Hall) (ISBN10: 0 273 75216 2)

Azapagic A., Perdan S. (2011). **Sustainable Development in Practice: Case Studies for Engineers and Scientists** 2nd Edition Wiley (ASIN: B005FMLIMM)

Mulder, K. ed. (2006). **Sustainable Development for Engineers: A Handbook and Resource Guide** Greenleaf Publishing (ISBN-10: 1874719195)

Nicholas Ashford and Ralph Hall (2011). **Technology, Globalization, and Sustainable Development: Transforming the Industrial State,** Yale University Press (ISBN-10: 0300169728)

Scheduled activity hours

Interactive lectures	24

Independent study hours 76 hours

Additional notes

Timetablehttps://ughandbook.portals.mbs.ac.uk/Non-AllianceMBSstudents/Timetables.aspx

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Approved by: