



## MODULE SPECIFICATION

Part 1: Information			
Module Title	The Sustainable Organisation: Vision into Practice		
Module Code	UMED4L-15-M	Level	M
For implementation from	September 2017		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Business and Law	Field	Economics
Department	Accounting, Economics and Finance		
Contributes towards	MSc Sustainable Development in Practice; MSc Global Political Economy		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description	
<b><u>Aim of module</u></b>	
<p>The module explores both the meaning of “sustainable organisation” and the role of organisations and organising processes in creating a more sustainable future. It is firmly grounded in a global context and is multidisciplinary in nature. The latter is reflected in diverse but complementary areas of expertise of the teaching team and guest speakers. The notion of “vision” is explored by focusing on the concepts of the contemporary socio-economic world order, the ecological crisis, global ethics, law and human rights, to reflect moral, political, psychological and economic aspects related to new understandings of sustainable growth and pro-sustainability change. The notion of “practice” is explored by studying and critically evaluating available evidence of how organisations have strategically, structurally and operationally been embracing the sustainability imperative in their specific context. In addition to discussing relevant case studies, students’ reflections on personal experiences with sustainability are encouraged.</p>	
<b>Syllabus outline:</b>	
<ol style="list-style-type: none"> <li>1. Introduction to a selection of sociological and management concepts and debates around sustainable growth, environmental economics, global supply strategy, corporate responsibility, organisational behaviour and leadership, relevant to the study of sustainable organisation</li> <li>2. Analysis of the contextual pressures deriving from the resource scarcity and ecosystem degradation and assessment of their interrelationship with operations and strategy of organisations in a variety of sectors</li> <li>3. selection and justification of strategic and operational solutions and responses to the given sustainability imperatives in a global context: organisational structures, complex supply chains, projects, governance, human / employee rights, etc.</li> <li>4. Change management aimed at making a business /organisation more sustainable and the leadership</li> </ol>	

- skills necessary for managing sustainability driven organisational change ethically in the global context.
5. The challenges and risks in responding to the current 'sustainability crisis' - the issues of authority, accountability, decision making, problem definition and prioritisation, power, international law , collaboration and ethics of adaptation.

**Learning strategy:** Overall, the module is governed by the principles of critical participatory pedagogy and aims to 1) develop students' understanding of complexities, risks and challenges in implementing a vision of sustainable organisation; 2) improve their ability to evaluate, advise on, and/or lead appropriate sustainability-related interventions in a variety of organisational and industrial settings, while appreciating their contextual, historical and cultural diversity, and 3) enhance their confidence in making choices about tools, techniques, strategies and policies that match a specific organisation's needs. The sources of case study material will vary depending on the circumstances of the student. The principal sources will be the workplace (for those students that are in employment) and organisations to which students and the University have existing links, including the team and board that have responsibility for embedding sustainability in UWE's governance and operations. Students will be introduced to a range of analytical techniques which they can apply to their/an organisational context, and also encouraged to develop communication and presentation skills focusing on the clarity of argument, critical questioning and informed persuasiveness.

**Nominal study hours:**

Directed contact learning (seminar/tutorials): 15 hours; Directed online learning (VLE discussions/activities): 10 hours; Independent learning: 100 hours; Assessment (including case study preparation): 25 hours.  
Total: 150 hours

**Part 3: Assessment**

The assessment strategy is designed to assess learning outcomes which range from the appreciation of a set of interrelated and complex issues to the ability to apply specific analytical and strategy formulation techniques.. The focus of the module is the organisation and a case study organisation provides the ideal vehicle for assessing the ability to apply analytical and strategy formulation techniques. The evaluation report is more than a descriptive case study. The use of a wide range of analytical techniques will be assessed as will the ability to conceive imaginative proposals which reflect the complexity of the organisations environment.

Formative assessment and feedback will be provided throughout the module based on regular discussions of all early ideas thus providing a rich source of information and inspiration. A number of sessions have been built into the module timetable for this purpose. In addition to offering formative feedback on individual assignment ideas, this will also provide assurances that the assignment work submitted is the student's own.

Identify final timetabled piece of assessment (component and element)	Component A	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> 100%	<b>B:</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Evaluation of own or other suitable organisation: 3000 word (report)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
N/A		
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Evaluation of own or other suitable organisation: 3000 word (report)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
N/A		

Part 4: Learning Outcomes & KIS Data																					
Learning Outcomes	<p>On successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>Analyse the contextual pressures deriving from resource scarcity and ecosystem degradation and assess how these impact on operations and strategy (Component A)</li> <li>Employ various conceptual frameworks and project appraisal methods to assist strategy formulation and the design of metrics for assessing progress in strategy implementation. (Component A)</li> <li>Conceive the broad impact of new sustainable technologies across many business sectors in terms of efficiency enhancement and market openings. (Component A)</li> <li>Be conversant with sociological and management concepts and theories of organisational behaviour, change projects, risk and sustainability and apply these critically to appraise the operation of businesses in the light of their stated social and environmental policies. (Component A)</li> <li>Participate effectively in decision-making processes and practices in complex global environments to demonstrate confidence and skill in applying models, systems and theory in planning and evaluating the performance of global operations. (Component A)</li> <li>Develop leadership skills necessary for ethically managing sustainability driven organisational change in the global context. (Component A)</li> </ul>																				
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5"><u>Key Information Set - Module data</u></th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">25</td> <td style="text-align: center;">125</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>	<u>Key Information Set - Module data</u>					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	25	125	0	150
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Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="border: 2px solid black;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 2px solid black;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 2px solid black;">0%</td> </tr> <tr> <td></td> <td style="text-align: right;">100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%										
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Reading List	<b>Reading list link</b> <a href="https://uwe.rl.talis.com/lists/594CB431-CC52-A11C-21C9-2CA423129E5F.html">https://uwe.rl.talis.com/lists/594CB431-CC52-A11C-21C9-2CA423129E5F.html</a>
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First CAP Approval Date	CAP10/02/2012			
Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i>	1 November 2017	Version	2	<a href="#">link to RIA</a>