

Embedding Education Sustainable Development (ESD) into the Curriculum

This document is designed to raise awareness of where the [Sustainable Development Goals](#) (SDG's) support curriculum content and allows for both formative and/or summative assessment.

| 1) Course information | | | | |
|---|---|-------------------------|----------------------|----------------|
| Faculty: | FAS | Programme Title: | Business | |
| 2) At point of design | | | | |
| Which Programme Learning Outcome(s), are aligned to the SDG(s) and their target theme/s | | | | |
| Programme Learning Outcomes | | | Aligned SDG number/s | Target Theme/s |
| <p>This is a sustainability-specific module taught over two semesters that covers every one of the 17 SDGs in relation to business from multiple perspectives.</p> <p>Please see module handbook and lecture notes.</p> | | | All 17 SDGs | All |
| Which Module Learning Outcome(s) are aligned to the SDG(s) and their target/s | | | | |
| Module code | Module Learning Outcomes | Optional or Compulsory | Aligned SDG number/s | Target Theme |
| BUS3048 – Sustainability and Business (Semester 1 and 2) | <p>Develop and demonstrate critical understandings of different concepts of sustainability and apply these in various business contexts</p> <p>2. Critically examine the inter-connectedness of different sustainability challenges and the role business can play in addressing them</p> <p>3. Critically analyse how companies are devising their own climate action and broader sustainability strategies, and in collaboration with others</p> <p>4. Critically evaluate how the UN Sustainable Development Goals (SDGs) are shaping the future business agenda</p> | Compulsory | All | All |

At point of design - continued

If not directly aligned what content allows students to the opportunity to explore issues, such as well-being, global citizenship, social responsibility, ethics? Please state:

The content of the module is structured around these specific themes:

1. Sustainability and Business - An Introduction, 2. Modernity, Industrialisation and Sustainability, 3. Environmentalism and Sustainability, 4. Climate Change, the Global Economy and Business, 5. Concepts and Theories of Sustainability (1), 6. Concepts and Theories of Sustainability (2), 7. Modelling Sustainability Business Practice, 8. Key Models of Sustainability Business, 9. Business Corporate Strategies on Sustainability, 10. Business Coalitions and Networks on Sustainability, 11. Governing Sustainability: Local and National Dimensions, 12. Governing Sustainability: International and Global Dimensions, 13. Sustainable Development Goals (SDGs) and Business, 14. Energy, Sustainability and Business 1, 15. Energy, Sustainability and Business 2, 16. Sustainability, Climate Action and Trade, 17. Sustainability Finance and Supply Chains, 18. The Future of Sustainability and Business

3) Materials and resources

In what ways are the materials and resources that you intend to use sustainable? i.e. Online working, reusable equipment...

No paper is printed in the teaching of this module. E-resources are used throughout.

Which core resources on your reading list include an ESD focus: ALL

4) Inclusion of formative activities

How will your formative activities address SDG goals i.e.: groupwork, real-world applications, assessment literacy, social responsibility, engagement with online case studies? Provide details of at least one formative activity that complements an SDG goal.

| Activity Method and Aim | SDG number | Target theme number |
|--|------------|---------------------|
| In the class seminar time, we cover a range of different types of activities (e.g. case studies, videos, interactive recap quiz tests such as using Kahoot) looking at the role business has played in creating sustainability challenges in society and the world but also how they can provide solutions to those challenges, and the extent to which sustainability and sustainable development is mainstreaming in business culture across the world. All 17 SDGs are addressed in this process. | | |

5) Subject focus in summative assessments

Are your Summative Assessments ESD focused: Yes No – if yes provide examples in the table below:

| Assessment Method and Aim | SDG number | Target theme number |
|--|------------|---------------------|
| <p>Semester 1: CW1 Essay Assignment (50% towards to the overall module grade)</p> <p>ESSAY TASK: Choose TWO LARGE WELL-KNOWN COMPANIES that are of interest to you. They should ideally be multinational enterprises. You are to compare and contrast the sustainability strategies and plans of these two companies following the three task elements below:</p> <ol style="list-style-type: none"> 1. Apply relevant concepts, models and theories of sustainability that help explain the formulation of these sustainability strategies and plans. 2. Consider the inter-connections between the sustainability challenges that both companies are seeking to address. 3. Critically assess the strengths and weaknesses of both companies' sustainability strategies and plans. Learning Outcomes 1 and 2 will be tested in this essay assignment <p>Semester 2: PR1 Group Written Report and Presentation Assignment (50% towards to the overall module grade) ASSIGNMENT TASK: You are to work effectively as a group for this assignment, in mutual trust and respect, arranging an equal allocation of work among you that you all agree to. Together, choose AT LEAST ONE LOCAL SUSTAINABILITY-RELEVANT ENTERPRISE (business or other organisation) in the locality of the University (this can extend to the Northwest England region) and follow the three task elements below: 1. Explain the nature of the sustainability-relevant work of the enterprise(s), and the principles of sustainability (this can relate to sustainability concepts, models and theories we have covered) this work based on. 2. Assess how the enterprise(s) is/are collaborating with other organisations to improve their sustainability efforts. 3. Identify which Sustainable Development Goals (SDGs) are being prioritised by the enterprise(s) and evaluate the strengths and weaknesses of their work in relation to these specific Goals. Help and guidance on identifying relevant local enterprises will be provided by the module leader and by SustainNET (https://sites.edgehill.ac.uk/sustainnet), which he also leads. For more details, see the Assignment-Specific Advice section below. GROUP WRITTEN REPORT: 1,500 words GROUP PRESENTATION: 20 minutes in length. This will be based on the Group Written Report. Learning Outcomes 3 and 4 will be tested in this essay assignment.</p> | | |

6) Opportune teaching moments to implement sustainable practices

Opportune moments arise in the present. However, it is possible to be prepared for the more obvious opportunities that will arise such as inductions. Try to list the areas which you could raise student awareness of SDGs (e.g. plagiarism, integrity & ethics in subject area, energy efficiency, water efficiency, recycling, procurement and storage).

I cannot think of anything additional here above and beyond what we already cover given the sustainability specific theme of the module.