



Global Sustainable Business Management MSc (Amsterdam): Year 1 Modules

AT7051 Sustainable Strategy (, 30 Credits)

What will I learn on this module?

This is a 15 EC (30 UK credits) module delivered in the first semester of the MSc Global Sustainable Business Management. It is developed for those of you who have varying business and management subject experience and reflect some of the 17 Sustainable Development Goals of the United Nations (UN)*. The aim of the module is to evaluate sustainable business models by utilising five streams: (i) Responsible Strategy, (ii) Sustainable Marketing, (iii) Socially Responsible Finance, (iv) Corporate Governance and (v) Sustainable Operations. During your learning journey you will evaluate how each of the five streams contributes to the sustainable competitive advantage of a company in a responsible and sustainable way and hence enable the firm to achieve its multi-faceted strategic objectives.

A capstone activity within your learning is the away day Strategy for a Sustainable Future offered by the Digital Society School (part of AUAS). In this workshop you'll learn which skills and knowledge you need to develop as an individual and future manager in order to make a difference taking inspiration by the UN SDGs.

The content of the module comprises five key parts listed below.

Responsible Strategy

SDGs and Business Strategy; Theory of Competitive Advantage in a Sustainable Context; Sustainable Strategic Capabilities; Innovation and Sustainability; Value Creation; Social Entrepreneurship; Triple Bottom Line and Stakeholder Management; Corporate Social Responsibility. (SDGs 8, 9, 11, 12, 17).

Sustainable Marketing

Marketing Planning; Sustainable Marketing and Consumer Behaviour; Multichannel Management and Sustainable Customer Journey; Sustainable Marketing Promotion and Communication. (SDGs 8, 9, 11, 12).

Socially Responsible Finance

Sustainable Financial Investment; Corporate Reporting; SRI and Ethical Tests; Social and Ethical Dimension of Corporate Sustainability. (SDGs 1, 5, 8, 9, 13, 14, 15).

Corporate Governance

Global Business Governance Issues; Principles of Good Governance; The Role and Contest of Board of Directors; Accountability and Alignment of Interest; Local Corporate Government systems. (SDGs 8, 10, 16).

Sustainable Operations

Operations Strategy; Responsible Supply Chains, Lean, Agile and Resilient Supply Chains; Wicked problems: Climate Change; Carbon Footprinting; Green Manufacturing. (SDGs 7, 8, 11, 12, 13).

* For information on the sustainable development goals see <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

How will I learn on this module?

Critical reflection on knowledge, experience and practice underpins the learning and teaching philosophy along with the explicit development of competence. This is key to your learning on the module. To put this in place, the module comprises of lectures and seminars covering responsible business models and the role of SDGs in key business functions. We will aim to evaluate how SDGs can act as a vehicle for organisations to develop competitive advantage in an increasingly turbulent and dynamic business environment. We will engage with the relevant business theory and reflect on business practice and responsible decision making.

A teaching and learning plan supports the module, outlining the formal sessions, together with the tutor-directed study and independent reading. An interactive approach to lecture sessions will draw upon the directed learning undertaken and your own experiences. Throughout, the emphasis will be on high levels of your participation, both individually and within small groups or teams. You can therefore expect embedding of reflective-practitioner approach to learning in all workshop/seminar sessions through undertaking activities that facilitate you to apply theory to 'real-life' situations, critically analysing and making recommendations for appropriate ways forward for the organisation/individual.

Directed learning will centre upon a range of activities including pre-reading, preparation for interactive activities and use of the discussion board on the e-learning platform. Independent learning will centre upon you identifying and pursuing areas of interest in relation to the subject area or by providing deeper/broader knowledge and understanding of the subject through a range of learning activities that might include extended reading, reflection, research etc.

The away day Strategy for a Sustainable Future offered by the Digital Society School (part of AUAS) will aim will to investigate together with representatives of leading design schools what knowledge, expertise and skills strategists need to develop in order to be able to address the UN SDGs.

How will I be supported academically on this module?

A member of academic staff leading the module and a set of subject experts leading the lecture inputs on the five streams of the module provide significant module support. The electronic Learning Portal (eLp) will house lecture and seminar materials relating to the module supported. You will be provided with a wide-ranging electronic reading list that comprises of various journal papers, conference papers and textbooks that cover sustainable strategies and business models for organisations. Module assessment comprises of a component within each stream and an overall assessment which captures your learning across the module.

What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>
(Reading List service online guide for academic staff this containing contact details for the Reading List team
<http://library.northumbria.ac.uk/readinglists>)

What will I be expected to achieve?

N/A

How will I be assessed?

Students in this module are assessed formatively and summatively. Formative assessment takes place in-class while students work individually or in learning sets on tutor-led tasks. Students will receive feedback by their tutor in -class.

The assessment of the modules aims to capture the strategic thinking, theoretical knowledge and critical thinking of the students.

The module is summatively assessed aiming to evaluate students against the module learning outcomes. Students will be assessed by two components:

Assessment A: Business plan group report, 4000 words (30% of the total module mark).

Assessment A is based on the away day Strategy for a Sustainable Future. Students will work in groups and submit a business plan report aimed at showcasing a sustainable business.

Assessment B: Individual assignment, 3000 words (70% of the total module mark)

Assessment B is a research-based assignment. Students will work individually.

Students will receive timely and constructive feedback in line with the University policy.

Pre-requisite(s)

N/A

Co-requisite(s)

N/A

Module abstract

You will learn about responsible business and the role of the sustainable business functions and governance within the context of the 17 Sustainable Development Goals of the United Nations. In addition, you will gain an understanding of the overarching principles of setting and executing a sustainable organisational strategy. Within the setting of these strategic objectives, you will understand how the associated responsible decision making will impact on both internal and external stakeholders, and by doing so, will gain an understanding of the concept of responsible decision making and governance as well as being able to assess risk, evaluate innovation and measure company performance.

^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

N/A

AT7052 Responsible Leadership (, 10 Credits)

What will I learn on this module?

The first part of the module will encourage you to work on the type of responsible leader that you might become. This module will address an area of leadership development that is often minimized in dominant literature: the relationship between one's identity, social systems, power dynamics, and one's leadership identity. You will demonstrate the ability to work in diverse teams, reflecting on your ethical values and the impact of individual or organisational decision making on social and environmental contexts by exploring contemporary leadership theories. In this module, you will develop new knowledge and skills in leadership and followership and how to apply them to your organisation. You will be challenged to critically reflect and develop relational qualities that you think are necessary to build sustainable relationships and cope with the complex leadership challenges in a global, uncertain and interconnected environment.

The second part of the module is focused on developing your leadership competence and provide you with a toolbox for gaining insight into your strengths and weaknesses as a leader. This will equip you with critical thinking skills to successfully deal with complexity in a globalizing world through introducing you to relevant concepts for becoming a responsible leader. In this part, the focus will be on topics such as: Dilemma Thinking and Reconciliation as an approach to dealing with complexity and tensions between stakeholders in the global business environment; Mindful vs Mindless leadership, Emotional and Cultural Intelligence. You will also learn about the application of neuroscience to leadership development and HR management. Based on your understanding of how the brain works, you will create a series of personal challenges in which you aim to explore in-depth knowledge, cultivate and improve specific aspects of your

competence (e.g. resilience, emotional labeling, stress management or trust building).

How will I learn on this module?

You will learn through interactive workshops, tutor guidance, feedback, and independent directed and self-directed learning.

Independent learning will centre upon you identifying and pursuing areas of interest in relation to the subject area or by providing deeper / broader knowledge and understanding of the subject through a range of learning activities that might include extended reading, reflection, research etc.

Directed learning will centre upon a range of activities including pre-reading and preparation for interactive activities.

We will make use of learning journals, group assignments and individual challenges to help you improve your leadership competence. Your learning is supported by a Teaching and Learning Plan, offering guidance on reading to prepare for lectures and seminars and help with the completion of the assessment. Within this plan there are also suggested learning activities, which guide you in your independent learning. These activities allow you to reflect and evaluate your knowledge and skills in this area.

A residential experiential learning event, based in the Netherlands will be a complementary support activity, providing you with opportunities to interact, through group-based activities, with peers on the programme. You will be supported in the analysis of individual and group processes and behaviours as a means of developing an understanding of self and others in relation to responsible leadership traits. You will be encouraged to provide each other with feedback in order to identify personal competence strengths and areas for development. Attendance and participation at this event directly links to the assessment. The residential event will be specific to students from the joint MSc programme thereby offering further opportunity to develop programme identify and recognise both academic and peer support available.

How will I be supported academically on this module?

The Teaching and Learning plan will provide several prompts and guidance to support you academically. Support will also include opportunities to gain feedback from workshop tutors and peers through the lectures and seminars.

Your module is supported by an e-learning portal, which houses all the module learning materials, workshop resources, interactive activities, assessment details and various other support facilities which are provided by the University.

In addition, in order to assist you in developing knowledge, you will have access to the University's library facilities, including extensive electronic resources, eBooks and electronic academic journal articles.

Formative feedback will be provided to you on a regular basis as the tutor, and your co-students, critically evaluate and provide recommendations for your development. Formative feedback helps you to reflect on your progress in the module as well as ensuring that you understand the assessment criteria and tutor expectations.

What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>

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What will I be expected to achieve?

N/A

How will I be assessed?

Summative Assessment:

Assessment A, consists of two parts (60%)

Part 1: Creating a Personal Leadership Portrait (20%).

As a leader, it is important for you to share information about yourself with your team. Communicating your philosophy on leadership, as well as your purpose, values, and expectations is a great way to build authentic relationships with your staff. In this exercise you will be

required to create a Personal Leadership Portrait (PLP). (600 words)

Part 2: Own theoretical framework of leadership (40%).

Employing a critical analysis of leadership assumptions and theories, develop your own informal theory of leadership that addresses the current trends of society.

This assignment invites you to revisit the theories that we have discussed in this module and critically reflect upon and craft a theory that you can use to guide your practice of leadership. You will reflect on the various theories presented in this module and deconstruct how the theories align and are divergent with your personal narrative/story. (2000 words)

Assessment B - Group assignment: Leadership Dilemma (40%)

Group assignment: Leadership Dilemma

In this assignment, you will work with a group of 3-4 students to solve a real-life or fictional business and leadership dilemma. The teacher will provide you with a list of case studies, or you can decide to focus on a case study of your choice. (2500 words)

Pre-requisite(s)

N/A

Co-requisite(s)

N/A

Module abstract

This module departs from traditional leadership studies, in an attempt to develop a responsible leadership concept that considers social relations and ethical phenomenon, creating and sustaining a balance among all relevant stakeholders. The first part of the module will focus on the contemporary theories of leadership and how in an age of complexity, challenge and cynicism, we could build a responsible leadership. This module will use both contemporary theory and examples to enable you to develop leadership that is shared, authentic and renewable within organisations and across networks. In doing so, the module will prepare you to be highly employable by developing key soft skills which have been identified by current research as those necessary for postgraduate students seeking work.

^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

N/A

AT7053 Business and Sustainability Analytics (, 10 Credits)

What will I learn on this module?

Throughout this module, you will critically exam and interpret the metrics driving the sustainability debate among various actors ranging from

nations to individual businesses. This module will enable you to understand the United Nations sustainable development goals (SDGs)

through a variety of lenses at global, regional, country and enterprise level. You will develop both analytical and solution modelling skills to

support businesses in assessing and quantifying the cost, impact, and performance of their past and present sustainability initiatives - and

anticipate future conditions and requirements - driving them to unlock hidden value and build a more resilient enterprise and sustainable future

for all of us.

As such, the need for professionals capable of being able to structure, analyse and visualise data from myriad sources across a wide

spectrum of sustainability-related factors is increasingly important. The demand for these skills is growing as companies seek to generate the

deep insights needed to guide their sustainability-related initiatives and improve their overall SDG alignment.

How will I learn on this module?

This module will use various research rich and technology enabled learning strategies to develop your understanding of the metrics and issues underpinning the sustainability debate. You will be introduced to the United Nations Sustainable Development Goals as a framework

for analysing the sustainability agenda, augmented by research, cases, and contributions from industry through practitioner-delivered guest

lectures.

Directed learning encompasses a range of activities including pre-reading, preparation for interactive, group-based activities in seminars (including a component of summative assessment) and use of the discussion board on the e-learning platform.

A teaching and learning plan underpins the module, outlining the formal lecture sessions, alongside tutor-directed study and independent

reading. Additionally, you will gain hands-on experience with sourcing and visualising sustainability metrics using data visualisation software.

Lectures are interactive and seek to draw upon the directed learning undertaken in combination with your own experiences. Throughout, high

levels of participation are expected both individually and within small groups. You will embed the reflective-practitioner approach to learning in

your seminar sessions through undertaking activities that facilitate your application of theory to 'real-life' situations, critically analysing and

making recommendations to organisations with regard to the measurement and progress tracking of their sustainability agendas.

Independent learning will centre upon you identifying and pursuing areas of interest in relation to the subject area or by providing

deeper/broader knowledge and understanding of the subject through a range of learning activities that including extended reading, reflection

and research. Critical reflection on your knowledge, experience and practice of business and sustainability metrics drives the learning and teaching philosophy along with the explicit development of competence.

How will I be supported academically on this module?

The module is also supported by the e-learning portal housing lecture and seminar materials and the module tutor will be one of the small

teaching team of subject experts delivering the module. Access will be provided to data visualisation software and students will be guided in

how to import, manipulate and visualise sustainability metrics.

You will be provided with a wide-ranging electronic reading list that comprises of various academic journal papers, conference papers, textbooks, and video/audio material covering the themes in this module.

What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>

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What will I be expected to achieve?

N/A

How will I be assessed?

Formative Assessment

Formative assessment will take place through weekly seminar activities where individual contribution, group discussion and presentations will be accompanied by relevant tutor feedback. Additional further tutor-supported individual and group discussion will be supported via the modules electronic learning platform. Summative Assessment The module has two summative assessments: Assignment A (40%) Group assignment: Individual grades for this assignment are determined by the quality of the group assignment combined with a peer assessment conducted by fellow team members. Working as a small group of students, you will choose one of the three main business sectors: - Primary: Business category examples include fishing, farming, mining. - Secondary/manufacturing: Business category examples include car production, brewing, flour milling. - Service/tertiary: Business category examples include banking, retail, restaurants. Select a business category within your chosen sector and create an Infographic highlighting: - The SDGs that this business category is impacts, both positively and negatively citing the relevant metrics and changes over time; - SDG related initiatives, cooperation, and/or partnerships describing the stakeholders involved and the SDGs that they impact; - Ten-year outlook, expressed in metrics, based on relevant research. - The developed Infographic which will be displayed in class and supported by a group presentation. This will contribute to the assessment of MLO1 and MLO2. - Peer assessment will determine your individual score in combination with the grade for the group submission. Assignment B (60%) Individual assignment: You will select a specific named business (module coordinator approval required). For that business you will: - Research their sustainability credentials and overall

engagement with the SDG agenda. - Write an academic report of 2000 words detailing the SDGs relevant to that business and critically discuss which SDGs that business can realistically impact and how that impact should be measured and monitored. - Create a visual dashboard that reflects your recommendations, and which can serve as a monitoring tool over time. This will assess MLO2 and MLO3.

Pre-requisite(s)

N/A

Co-requisite(s)

N/A

Module abstract

N/A

^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

N/A

AT7054 Professional Reporting on Sustainability Issues (, 10 Credits)

What will I learn on this module?

You will develop your academic and professional writing proficiency with a focus on the following:

selecting, comprehending, analysing, evaluating and summarising academic texts,

writing a critical literature review,

structured thinking in communicating information about your research data, findings and professional advice,

writing a consulting report.

How will I learn on this module?

The module is designed to facilitate the development of the student learning experience over the course of one semester. Its activities provide your development of professional and academic writing skills.

Directed learning will centre upon a range of activities including pre-reading, preparation for interactive, group-based activities in seminars and use of the discussion board on the electronic Learning Portal.

A teaching and learning plan supports the module, outlining the formal lecture sessions, together with the tutor-directed study in seminars and independent reading. An interactive approach to lecture sessions will draw upon the directed learning undertaken and your own experiences. Throughout, the emphasis will be on high levels of your participation.

Every session of the module leads you towards creating a professional consulting report on a sustainability issue of a company.

Also, you will have a one-day workshop, with a professional business trainer and copywriter, which will aim at maximizing the quality of your company-internal, as well as external, communication.

How will I be supported academically on this module?

A member of academic staff leading the module will provide support both during the sessions as well as online, whenever necessary. The sessions will include module lectures, seminars, workshops and directed learning. The emphasis will be on the transferability of academic activities to support your academic and professional development.

The electronic Learning Portal will house lecture and seminar materials relating to the module. You will be provided with electronic reading and practice material as well as a set of data for description and analysis.

What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>
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<http://library.northumbria.ac.uk/readinglists>)

What will I be expected to achieve?

N/A

How will I be assessed?

Formative Assessment

Formative assessment will take place during weekly interactive lectures and seminars where individual contributions and group discussions will be accompanied by relevant tutor feedback. Additional further tutor-supported individual and group discussion will be supported via the modules electronic Learning platform. During each session you will work on individual assignments leading up to the creation of a problem-related literature review and a consulting report, both of which will be graded. After each session, you will be expected to upload parts of your work to the electronic Learning Portal. As systematic work and revisions of text are inherent in professional and academic writing, the regularity and timeliness of these submissions will be reflected in the final grades of the summative assessment.

Summative assessment

The module has two summative assessment submissions:

Literature review within a week after Session 5

Consulting report within a week after Session 9

Both submission grades are of equal weight and each one constitutes 50% of the final module grade, with each assessment criterion constituting 25% of the submissions grade.

Summative assessment will be used to evaluate your submissions against the module learning outcomes with a range of assessment criteria.

The criteria for the assessment of the literature review will concern the following:

Validity, reliability and relevance of sources

Literature presentation and analysis

Coherence, referencing, language style and accuracy

Preparation and participation

Your consulting report will be assessed according to the following criteria:

Report structure

Report content and data presentation

Referencing, language style and accuracy

Preparation and participation

Small-group feedback on the assessment of your literature review will be provided in Session 6, and there will be a review session for the consulting report 15 working days after the submission deadline.

The resits will entail correcting the inadequacies of the initial submissions.

Pre-requisite(s)

N/A

Co-requisite(s)

N/A

Module abstract

The main objective of the module is to help you develop professional skills necessary for writing a consulting report that contains professional advice, which you will also find useful when preparing your dissertation and research. As this module is designed to give you the necessary tools to fulfil the requirements that academic writing imposes, you will advance your general professional writing style, which is also crucial to functioning in an international business environment.

At the outset of the module you will analyse the latest academic literature with a view to identifying authors (hypo)theses, supporting points, evidence and conclusions; this will help you summarise and critically evaluate texts and, ultimately, write a critical literature review. You will also learn how to present data and findings in a clear and efficient manner. Conclusively, on the basis of the literature review and provided data, you will learn how to organize and communicate your ideas clearly in the form of a consulting report.

^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

N/A

AT7055 Ethics in Business (, 10 Credits)

What will I learn on this module?

After undertaking this module you will be able to identify the normative presuppositions involved in ethical dialogue and use this in your analysis of ethical issues. This will enable you to better understand conflicts over such issues as executive pay, prompt payment, workplace rights, privacy, positive discrimination and many others. When developing organisation policy, representing the organisation in the media, negotiating agreements and otherwise undertaking work with an ethical dimension, this will enable you to anticipate and plan for objections, to identify weaknesses and contradictions in your interlocutors arguments and your own and thereby enable you to better manage ethical conflict at work. Through this process you will also improve your internal ethical dialogue. Clarifying your own normative presuppositions, values and virtues and better understanding their implications and exclusions will enable you to reflect upon the coherence of your own moral agency.

How will I learn on this module?

This module will require serious thinking and serious talking in a research rich intellectual environment. Lectures on key topics will supplement weekly required readings and their subject matter will be put to use in seminars through debate, role-play, facilitated discussion and simulations making extensive use of online resources. We will make particular use of dramatic narratives that have focussed attention on ethical issues in the workplace by considering plays, novels and films that exemplify conceptual and theoretical material.

The module design is informed by an understanding of ethical education as being developmental; it is not a pick and mix, hence the order in which material is presented is important for your learning. The module is structured in three distinct themes, the second and subsequent of which draw from and builds upon earlier material. Because of this, attendance is absolutely critical to the achievement of your learning outcomes. The summative assessment is a 2500 word assignment on a workplace ethical issue. You will use the structural, conceptual and theoretical material considered during the module in doing this and the assignment thereby provides a significant opportunity for enhancing your learning.

How will I be supported academically on this module?

Your learning is supported by a Teaching and Learning Plan that includes directed learning and outlines the content of weekly lectures and seminars. All readings and other supporting materials are provided through the Blackboard E-Learning portal and tutors will engage with you through the discussion board in addition to weekly lectures and seminars. Your independent learning should combine deeper and broader reading in areas of particular relevance to the subject of your assignment. The weekly readings will be supplemented by guidance on further reading to facilitate this.

Lectures will be recorded to enable you to revisit earlier material in light of the wider appreciation you will have developed later on and these are supplemented by short podcasts on the key concepts and theories we will be considering. The Blackboard E-Learning Portal will store all materials needed for lectures, seminars, directed learning and independent study.

Seminars will not be recorded to protect privacy and to enable Chatham House rules discussion. Tutors will provide ongoing formative feedback in seminars, especially in relation to your understanding of conceptual and theoretical material. Seminars will require you to engage in ethical debate which may become animated and expose significant differences in ethical commitments between participants. The role of the tutor in this context is to encourage understanding of both the presuppositions that inform such disputes and empirical evidence relevant to them. Tutors will not enter the disputes or encourage any particular view.

What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>
(Reading List service online guide for academic staff this containing contact details for the Reading List team <http://library.northumbria.ac.uk/readinglists>)

What will I be expected to achieve?

N/A

How will I be assessed?

Formative assessment will occur within the context of seminars in a dialogical form i.e. tutors will question students theses, arguments, use of evidence, presuppositions and interpretations in order to test their coherence and boundaries. This ongoing Socratic dialogue will train students in ethical reasoning in the context of business alongside their emerging understanding of ethical stances, theories and concepts.

Summative assessment provides an opportunity for students to demonstrate their learning in a context of their choice. A 2500 word assignment will students to identify and explain an ethical issue for business which requires a response (from an individual manager, the business itself, the sector, government) and for which different options are available. The issue may be current or from the recent past (not more than 5 years) and information must be in the public domain. Students will outline realistic alternative options for addressing the issue, provide a rationale for each option identifying the ethical presuppositions that inform them and justify their preferred option using ethical theory.

Pre-requisite(s)

N/A

Co-requisite(s)

N/A

Module abstract

Ethical judgments pervade business - whether praise for philanthropy, condemnation of environmental impact or debate about diversity. This module focuses on the underlying structures of such ethical dialogue it enables us to better understand: What is right and wrong in the context of business? By learning to identify and anticipate presuppositions, theses, arguments, use of evidence and interpretations involved in ethical dialogue you will be better able to participate in it. You will also be better able to analyse the coherence of your own moral and organisational commitments. The module is research rich in its use of classic approaches to ethics in the context of contemporary debates and is supported by a comprehensive electronic learning platform. It has been designed by a world top 50 university for business ethics and your participation will enhance your ability to engage in policy level debate and hence your employability.

^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

N/A

AT7056 Research Methods (, 10 Credits)

What will I learn on this module?

In this module you will learn about a variety of different research methods. This will equip you with the knowledge and practical skills necessary for you to conduct research at Masters' level and prepare you to complete a Masters Dissertation. By the end of the module

you will know how to apply both quantitative and qualitative data collection and analysis techniques. In quantitative techniques you will learn about sampling, questionnaire design, statistical inference, and hypothesis testing while qualitative techniques covered will include methods such as interviewing and focus groups. Analysis methods such as content analysis and thematic analysis will also be covered. In addition, you will gain some understanding of research philosophy (positivism and interpretivism) and Research Ethics and you will be able to write a research proposal to bring these ideas together.

How will I learn on this module?

You will learn through a combination of formal sessions, tutor-directed study and independent reading. The formal sessions (which comprise, lectures, seminars and IT workshops) will be highly interactive and will draw upon the directed learning undertaken and your own experiences. Throughout, the emphasis will be on high levels of participation, both individually and within small groups or teams. Most classes will be workshop or seminar based (workshops for quantitative methods and seminars for qualitative methods) facilitating practice and experimentation with the methods and techniques covered. This will allow you to learn in an extremely hands-on way whether you are working with a set of quantitative data and using statistical techniques and software such as SPSS to analyse it or conducting interviews and considering how to analyse qualitative data that results from them. A smaller number of lecture sessions will be used to communicate vital areas for Masters' researchers on your programme such as the University Ethics policy, and also to provide some subject-specific input which may be helpful in providing guidance on possible areas for your choice of topic in the Masters Dissertation.

Directed learning will centre upon a range of activities including pre-reading and preparation for interactive activities. Independent learning will centre upon you identifying and pursuing areas of interest in relation to your subject area, since by the end of this module you will be writing your research proposal for the Dissertation. Critical reflection on knowledge, experience and practice underpins the learning and teaching philosophy along with the explicit development of competence.

How will I be supported academically on this module?

The Research Methods module will be managed by a module tutor. In addition to the module tutor you will be supported by various subject experts in the delivery of the module. These academic staff will deliver lectures, workshops and seminars relevant to their areas of expertise. Workshops and seminars will be in small groups so that there is ample opportunity for exploring the issues raised in detail.

A comprehensive eLP site will store all the appropriate materials needed for the lectures, workshops and seminars. As part of the module you will also make use of statistical analysis software (SPSS) for processing quantitative data, and there is an electronic reading list indicating which texts, academic reports, conference papers and journal articles should be consulted as the module progresses.

You will be supplied with formative feedback on your performance through group work, seminar and workshop discussion and reflection, case study activity, and theory/practice related discussions. Formative feedback will be provided throughout the module, particularly in relation to seminar tasks where the practical nature of the work will naturally lead to several opportunities to give and receive feedback from your tutors and from peers.

In addition, there will be a number of opportunities (both formal and informal) for you to discuss your potential research ideas with staff who have expertise in your chosen subject area, which will relate to the MSc programme on which you are studying. This will provide you with formative feedback on your proposed Dissertation research and will help you to put together your proposal for the Dissertation which is required to be discipline specific.

What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>
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What will I be expected to achieve?

N/A

How will I be assessed?

N/A

Pre-requisite(s)

N/A

Co-requisite(s)

N/A

Module abstract

This module will provide you with essential knowledge and skills needed for you to complete a high-quality Masters' Dissertation. By undertaking and reflecting on practical research-based activities you will understand the process of designing and carrying out a research study. This will place you in a strong position to undertake your own Masters' level research. At the end of the module students will be assessed via an exam and assignment.

This module is closely related to the Masters Dissertation. In the Dissertation you will work under the supervision of a member of academic staff with appropriate expertise aligned to your Dissertation topic (this academic being from either AUAS or Northumbria) and your proposal will also help to ensure you get the most from this supervisory relationship. The research methods skills developed in this module will be critical in developing your ability to collect, analyse and interpret data which is directly transferable into your post-graduation employment in business.

^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

N/A

AT7057 Circular Economy (, 20 Credits)

What will I learn on this module?

This course provides you with conceptual and practical tools for analysing and evaluating linear business practices and models from a circular economy perspective, and in turn innovating and designing circular economy-based business opportunities. Real-world business practices and case studies will be used throughout the course as you evaluate linear business products and practices. This material will cover national and international issues, cases and organisations. Further, you will conduct team-based projects that concern both domestic and international organisations working in commercial and social sectors.

Mid-way through the module (week 6), you will have the opportunity to interact with Northumbria University students in the UK. You will be joined, both virtually and in person, by postgraduate students from the Design School at Northumbria and will work with them on a Circular Economy Design Sprint. Through this you will learn the theory of design thinking, and explore a real-world challenge posed by one, or more, of our partnering organisations. The facilitated sprint will give you an opportunity to learn about design thinking whilst benefitting from a broader diversity of cultural experience and disciplinary expertise. The outputs of the Design Sprint week will form the core of your team-based project, which will span weeks 7-12 and be conducted with a partnering external organisation. On-line and face-to-face project tutorials and coaching will support your learning and assignment preparation during this latter part of the module.

Subject areas include the following:

The differences between linear and circular economies

What value chains look like in circular economies, and how to identify circularity challenges in linear value chains

How the circular economy is a biomimetic system, and how biomimicry is a source of innovation for transitioning to circular economy business models

What circular business models are, and why they are needed to implement the circular economy

The role of systems thinking in understanding and adopting circular business models

The role of technologies in supporting circular economy business practices

What design thinking is, and how it can help companies transition from linear to circular business models

How will I learn on this module?

While the overarching format for the course is active learning, half of this module will be theory-based, and the other half will be practice-based.

In the first 6 weeks, students will engage in active learning primarily using the academic literature and business cases. Before, during, and after class students will conduct both desk and empirical research to analyse linear practices and business models and, in turn, devise

feasible strategies, ideas and solutions. Student-led discussions, debates, elaborations, and explanations will be a core part of each class meeting. The last week of this half will be the Design Sprint. Each week will which prepare students, in terms of both knowledge and practice, for the second half.

Active learning will be guided by the lecturer, but driven by students. Both the lecturers and students role is to inform and guide exploration, analysis, elaboration, skill development, and learning; the students role is to also take initiative to expand beyond (but not impede) course instruction, to seek feedback from lecturers in order to resolve questions and concerns related to course content and outcomes, practical matters, and inter-relational issues.

Guest lecturers from business and academia will be involved.

In the second 6 weeks (weeks 7-12), students will put the concepts and tools learned in the first half of the course into action. This half of the module is based on students practical engagement with organisations, in which they assess one or more organisations products or services for their potential to be made circular. This part of the course will be enacted according to design thinking principles and tools, and will culminate in a circular economy-based pitch to a partnering organisation.

Please note that, for both halves, self-study is integral to student success. This includes preparation before and after class sessions by reading course material, doing assignments provided by the lecturers and working on individual and group projects.

Recommended and required reading and viewing will be specified in the Teaching and Learning Plan. Materials used will either be freely available on the internet or in the library, or they will be provided by your lecturers.

The format of the course is the following:

Weeks 1-6

Seminar: Each weekly seminar period will consist of teacher- and student-led activities and discussions, as well as student check-ins in which students ask questions regarding course requirements, concepts, and materials .

Workshop: Students will work on projects in groups (5-6 students). They will receive feedback and guidance from lecturers, which will involve both group and class-level discussion.

Week 6 Design Sprint: Week 6 will involve student groups working with one, or more, organisation for 2 days, the particular times to be determined in collaboration with the partner organisation. During this week students will work with postgraduate students from Northumbria Universitys Design School using a Design Sprint format. The Design Sprint will introduce a design thinking approach that will form a model of how the remainder of the class (weeks 7-12) will play out.

Weeks 7-12:

In this period students will work in groups with a partner organisation to engage in a longer-form assessment of their potential to adopt a circular business model. Groups will meet with course coaches on-line and face-to-face once per week in the normally scheduled timeslot to engage in design-thinking activities that will help them advance their project. In these sessions student groups will also provide updates, get feedback, resolve issues, and set weekly goals. This period will culminate in a group-level deliverable, in which they pitch a circular business model to a partner organisation.

How will I be supported academically on this module?

Lecturers will be available for student questions throughout the module (each lecturer will specify his/her availability). Additional support

will be provided by student service offices in both AMSIB and NU

What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>
(Reading List service online guide for academic staff this containing contact details for the Reading List team
<http://library.northumbria.ac.uk/readinglists>)

What will I be expected to achieve?

N/A

How will I be assessed?

Individual assignment: Transition Journal

Students will create a transformation journal. Transformation here refers both to students account of their involvement in helping an organisation transition from a linear to a circular business model, as well as the students own transformation in their knowledge, mode of thinking, and way of analysing problems and devising solutions.

Students will submit a factual account of what they did throughout both halves of the course, as well as reflective commentary on what they learned and how it relates to theory and practice. Students will evaluate theories and practices, as well as what they are learning on a week-to-week basis, both in class and outside of it, as the class progresses. In this course students will be encouraged to be innovative and entrepreneurial, and thus to fail often - but to do so mindfully. In the journal students are expected to thoughtfully reflect and candidly evaluate what went right and what went wrong, why activities went down either pathway, and what can be learned.

The Transformation Journal will be due one week after the end of the course (week 13). Mid-way through the course lecturers will provide (ungraded) feedback on each students journal.

A rubric for the Transformation Journal is included in the Assessment brief.

Group deliverable: Innovative circular business model pitch

Half of the module time, work, and grade is based on students practical engagement, in groups and with an organisation. In this part of the course students will assess one or more of the organisations products or services for their potential to be made circular. In the end, each group will pitch a new, innovative circular business model to the partner organisation.

This part of the course will span weeks 7-12, and will be structured according to design thinking principles and tools, and guidance will be devoted to student engagement with and preparation for the final deliverable.

The group assessment will be determined according to engagement in weekly design-thinking coaching sessions, and the deliverables adherence to posted guidelines, its thoroughness, its professional quality, and its innovative nature.

A rubric for the group deliverable is included in the Assessment brief. A guidance document will be posted on Blackboard.

Peer assessment

At the end of the course students will complete a confidential peer assessment. A rubric for this is included in the Assessment brief.

Pre-requisite(s)

N/A

Co-requisite(s)

N/A

Module abstract

The United Kingdom and the European Union have begun to transition from linear to circular economies. In a circular, as opposed to a linear, economy there is a beneficial (rather than harmful) relationship between ecological and economic health. In the EU, the goal is for each country's economy to be fully circular by 2050. Other countries around the world are also making this transition, with some economies leading the way (e.g., China, Japan), and others following suit (e.g., South Africa, Thailand). What they all have in common is that they are sources of both demands and opportunities for international businesses.

In this module you will study what a circular economy is, how businesses can contribute to and benefit from the transition, and how you can help. You will not merely study a new framework, you will learn how to use a design thinking approach to contribute to this major, and necessary, shift to a more circular, and therefore sustainable, future in both the UK and the Netherlands, as well as abroad.

^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

N/A

AT7058 Organising for Sustainability Transition (OST) (, 20 Credits)

What will I learn on this module?

This course provides you with conceptual and practical tools for analysing and evaluating collaborative arrangements for sustainability involving private and public sector organizations and civil society. Academic research and real-life examples will be studied through invited keynote speakers, business cases, role-plays and mini-research projects. You will also conduct a team-based project to launch a partnership yourself that addresses an issue of concern (e.g. litter in your neighbourhood). This learning-by-doing component of the course will allow you to experience the role of network orchestrator in governing partnerships and gain the necessary skills and capabilities in orchestration work. On-line and face-to-face project tutorials will support your learning and assignment preparation during this project.

Topics that will be covered in this course include the drivers behind collaborative arrangements to address sustainability challenges, the different types of partnerships and collaborations, the different motivations of participating actors and the inherent tensions involved when collaborating with multiple actors from different societal sectors and the need to govern these tensions through network orchestration if the collaboration is to create value and facilitate private value capture.

How will I learn on this module?

While the overarching format for the course is active learning, part of this module will be theory-based, and the other part will be practice-based.

In the first 7 weeks, students will engage in active learning using the academic literature, business cases, and real-world examples of collaborative arrangements for sustainability. This module uses flipped classroom principles which requires you to read and prepare the assigned readings for lectures. The lectures are largely seminar-like discussions between the students and lecturer. Practitioners might be invited to share their experiences with the topic discussed. The tutorial hours require you to actively engage in learning activities with groups of students where you apply theoretical knowledge. Examples of such in-class exercises are role-plays, business cases and mini-research projects (e.g. coding of websites). You will present informally your group work at the end of each lecture and these exercises are part of your individual Portfolio.

In the second part of the course (from lecture 7 to lecture 12), students will collaborate in small groups to (a) identify a real-life sustainability challenge on campus, in their household/community or neighbourhood that requires collaborative action to be addressed and (b) mobilize the stakeholders into a collaboration for sustainability. In doing so, they will thus put the theories, concepts and tools on collaborative action into action. Thus, this half of the module is based on students' practical engagement with a sustainability challenge and its stakeholder. This experiential learning will culminate in 15 minutes in-class Presentation. Reflection on your role within and contribution to this group activity and the significance of network orchestration for collaboration and achieving common goals is to be included in your individual Portfolio.

Please note that, for both parts, self-study is integral to student success. This includes preparation before and after class sessions by reading course material, doing assignments provided by the lecturers and working on group projects. Recommended and required reading and viewing will be specified in the lesson plans. Materials used will either be freely available on the internet, library or provided by your lecturers.

The format of the course is the following:

Weeks 1 - 7

Each weekly seminar period will consist of (a) teacher-led discussions on the assigned readings and (b) an in-class exercise to put the theory into practice.

Weeks 7 - 12

These weeks will involve intensive group work on launching a collaboration for sustainability. Groups will meet with course coaches on-line and face-to-face once per week in the normally scheduled timeslot to engage in designing and reflecting on their orchestration work to advance their collaboration for sustainability. In these sessions student groups will also provide updates, get feedback, resolve issues, and set weekly goals.

How will I be supported academically on this module?

Your learning is supported by a Teaching and Learning Plan that includes directed learning and outlines the content of weekly lectures and seminars. All readings and other supporting materials are provided through the Blackboard E-Learning portal. Your independent learning should combine deeper and broader reading in areas of particular relevance to the subject of your assignment. The weekly readings will be supplemented by guidance on further reading to facilitate this.

Lecturers will be available for student questions throughout the module (each lecturer will specify his/her availability). They will provide ongoing formative feedback in seminars, especially in relation to your understanding of conceptual and theoretical material.

What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>

(Reading List service online guide for academic staff this containing contact details for the Reading List team
<http://library.northumbria.ac.uk/readinglists>)

What will I be expected to achieve?

N/A

How will I be assessed?

N/A

Pre-requisite(s)

N/A

Co-requisite(s)

N/A

Module abstract

Organising for transitions necessitates a long-term focus on sustainable development and an understanding of the complexity and persistence of economic and social challenges that requires resources, skills and knowledge beyond any one organisation or firm. Grand challenges like climate change and social inequality have raised questions about the viability of established business practices leading to calls for more innovative ways of leading and managing within and across organisations and sectors. This module focuses on some of the theoretical and practical considerations for corporate sustainability and transition, including new networked models of collaboration and governance, leadership and learning for organising and managing transitions. On completing this module, you will have acquired an overview of the different collaborative arrangements in which companies participate, the drivers for their emergence, the dynamics in their establishment and governance and will have gained essential collaboration management and leadership skills that are imperative for 21st century careers.

^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

N/A

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Global Sustainable Business Management MSc (Amsterdam): Year 2 Modules

AT7059 Masters Dissertation (, 60 Credits)

What will I learn on this module?

In this module you will gain an in-depth insight business and management research, academic knowledge and business issues around a specific topic; all of which are required to produce a Masters Dissertation. By the end of the module you will have written a 15000-word Masters Dissertation. The areas included are:

Justification for the choice of topic

In-depth understanding, awareness and critical analysis of existing and up to date literature evidenced by a comprehensive and well-referenced literature review with an extensive reference list

Selection, justification and application of an appropriately rigorous methodology, including limitations of the approach selected

A clear statement of the findings of the research

Critical analysis of the findings

Explicit links between the analysis and the conclusions supported by critical argument

Evidence of original work or thought for example in the form or context of the data collected, analytical process or application of findings.

The topic selection is your choice based on your own individual areas of interest but linked to the Masters programme by having a significant consideration of sustainable business as part of its title, consistent with the title of your programme.

How will I learn on this module?

You will learn through a combination of one-to-one supervision with a member of academic staff, supervisor directed study and independent study. Your academic supervisor will be selected based on academic expertise and will be directed towards your Dissertation through the content of the submitted proposal. The supervisor can either be from academic staff employed by AUAS or Northumbria given the joint nature of your Masters programme.

Directed learning will centre upon a range of activities including pre-reading and preparation for supervision meetings. Independent learning will centre upon you identifying and pursuing areas of interest in relation to your subject area. Critical reflection on knowledge, experience and practice underpins the learning and teaching philosophy along with the explicit development of competence.

Your supervisor will be an appropriate academic member of staff will be appointed after the dissertation proposal stage. Whilst the aim of the dissertation is to encourage your ownership of the dissertation, the supervisor will provide on-going support by guiding you through the process. As well as the formal supervision meetings, the supervisor can you support you through additional contact such as email.

How will I be supported academically on this module?

During the Masters dissertation you will be supported by your appointed dissertation supervisor, who will be a member of academic staff

from either Northumbria or AUAS.

A comprehensive eLP site will store all the appropriate materials needed to support the development of your dissertation work.

Your appointed supervisor will provide both formative and summative feedback.

As you develop your research and Dissertation, you will be supplied with formative feedback on your performance by your supervisor, who will help you develop your Dissertation work. You may also receive formative feedback from other relevant staff, e.g. those who have made key inputs into the Research Methods module on areas such as research ethics, data analysis or specific aspects of subject discipline. The support for the Dissertation involves the formal supervision, additional informal contacts as indicated, and the significant formal input provided through the Research Methods module that leads to the proposal development.

What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>

(Reading List service online guide for academic staff this containing contact details for the Reading List team
<http://library.northumbria.ac.uk/readinglists>)

What will I be expected to achieve?

N/A

How will I be assessed?

The summative assessment for the Dissertation module comprises of a single document with a length of 15000 words.

Formative feedback will continue via formal supervision meetings with your appointed academic supervisor, selected based on expertise in the subject discipline from either Northumbria or AUAS, and summative feedback will be provided following the marking of the Dissertation.

Pre-requisite(s)

N/A

Co-requisite(s)

N/A

Module abstract

The Masters Dissertation is an important milestone of your learning journey within the programme. It provides students with the opportunity of initiating, managing, and carrying out of a major research project. The research project is based on a business and management topic of your choice which is themed around one or more of the 17 Sustainable Development Goals of the United Nations. The conclusions of your research project aim to inform academic knowledge and business practice.

Based on the research proposal you designed within the Research Methods module you will carry out your planned research project. You will work under the supervision of a member of academic staff who will give you appropriate guidance and support throughout the dissertation process whilst encouraging learner autonomy. This is your Masters Dissertation and you will have responsibility for decision making as the dissertation proceeds. The allocation of your supervisor, who may be drawn from either Northumbria or AUAS, is informed by the proposal submitted earlier in the Research Methods module and the specific area of your research.

On completion of this module, you will be able to conduct research and organise the findings into a comprehensive and explicit structure that is critically assessed and is linked to the conclusions drawn. You will demonstrate this by identifying a topic, critically selecting and applying an appropriate research methodology and data collection method(s), demonstrating a rigorous understanding of the relevant theory and literature and showing how these link to the research method(s). You will also critically reflect on how your research contributes to the understanding of the topic area and how it informs professional practice.

^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

N/A

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