

**COURSE SYLLABUS**

**Grunner för strategisk hållbar utveckling**

Foundations for Strategic Sustainable Development

7.5 credits (7.5 higher education credits)

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**Course code:** SL2539  
**Main field of study:** Strategic Leadership towards Sustainability  
**Subject area:** Industrial Engineering and Management  
**Language of instruction:** The language of instruction is English.  
**Education level:** Advanced level  
**Specialization:** A1N - Second cycle, has only first-cycle course/s as entry requirements

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1. **Decision**
   
   This course is established by Dean 2017-08-28. The course syllabus is approved by Head of Department of Strategic Sustainable Development 2020-01-20 and applies from 2020-01-20.

2. **Entry requirements**
   
   For admission requires 120 credits finished within a Bachelor programme with 15 credits on level G2F and English 6.

3. **Objective and content**

3.1 **Objective**

   The purpose of the course is for the student

   - to develop knowledge about and understanding of society’s sustainability challenges and the basic reasons for these.
   - to develop knowledge about and understanding of a structuring and coordinating methodology for strategic sustainable development, including its scientific foundations.
   - to develop skills in applying the methodology and in utilizing it in relation to commonly cited concepts, methods and tools of relevance to Strategic Sustainable Development.

3.2 **Content**

   The course contains:

   - Sustainability challenges such as climate change, reduced biological diversity, eutrophication, and reduced trust and increasing inequality in society.
   - A structuring and coordinating methodology for strategic sustainable development (FSSD).
   - Scientific foundations for ecological and social sustainability such as scientific laws, biogeochemical cycles, theories of human needs, social resilience and trust theory.
   - Concepts, methods and tools for analysis, assessment, reporting, follow-up and planning within the area of sustainability (such as ecological footprints, factor X, zero emissions, ISO 14001, planetary boundaries, etc.) and how they relate to the FSSD.

4. **Learning outcomes**

   The following learning outcomes are examined in the course:

4.1 **Knowledge and understanding**

   On completion of the course, the student will be able to:

   - Describe and reflect on society’s sustainability challenges and their underlying causes.
   - Describe and reflect on the major components of a methodology for strategic sustainable development (FSSD).
   - Describe and explain scientific concepts relevant to Ecological Sustainability.
   - Describe and explain scientific concepts relevant to Social Sustainability Identify and describe different tools, methods and concepts within the field of sustainable development and compare and contrast these against the FSSD.

4.2 **Competence and skills**

   On completion of the course, the student will be able to:
• Use the FSSD to structure and coordinate knowledge, concepts, methods and tools for analysis, assessment, and planning within the area of sustainability.

4.3 Judgement and approach
On completion of the course, the student will be able to:
• Assess and critically relate to different theories, concepts, methods and tools of relevance to strategic sustainable development.

5. Learning activities
The course is given on distance. The teaching in the course includes recorded lectures, and webinars, dialogues and discussion forums in real time. The teaching also includes individual assignments, group work and reflection individually and in groups. The lectures introduce theories, concepts, methods and tools. These are deepened, applied, integrated and reflected upon through the other learning items. Teachers with many different scientific backgrounds, professional experiences and perspectives take part in the course. The students’ different educational backgrounds, professional experiences and cultural backgrounds are also taken advantage of in the learning process.

6. Assessment and grading
Modes of examinations of the course

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1805</td>
<td>Group assignment</td>
<td>3 credits</td>
<td>GU</td>
</tr>
<tr>
<td>1815</td>
<td>Individual Presentation</td>
<td>1.5 credits</td>
<td>AF</td>
</tr>
<tr>
<td>1825</td>
<td>Individual assignments</td>
<td>3 credits</td>
<td>AF</td>
</tr>
</tbody>
</table>

The course will be graded A Excellent, B Very good, C Good, D Satisfactory, E Sufficient, FX Insufficient, supplementation required, F Fail.

An examiner can, after consulting the Disability Advisor at BTH, decide on a customized examination form for a student with a long-term disability to be provided with an examination equivalent to one given to a student who is not disabled.

The course information for each course revision should include the assessment criteria and make explicit in which modes of examination that the learning outcomes are assessed.

7. Course evaluation
The course evaluation should be carried out in line with BTH’s course evaluation template and process.

8. Restrictions regarding degree
The course can form part of a degree but not together with another course the content of which completely or partly corresponds with the contents of this course.

9. Course literature and other materials of instruction
Compendium with articles and other material.