Established on (date)
2024-02-07

Programme Description

Sustainable Development, Masters Program

SAWIS-H24

Decision taken by	Head of Department, Fredrik Sjögren
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Version	2
Adopted	2024-02-21
	Programme description is a supplement to the programme syllabus which is the legally binding document.

Ground data

Department	School of Business, Economics and IT
Section	Division of Urban Planning and Development
Name of Programme, Swedish	Arbetsintegrerad hållbar utveckling, masterprogram
Name of Programme, English	Sustainable Development, Masters Program
HE credits (number of credits)	120
Level (1st Cycle, 2nd Cycle)	2nd Cycle
Entry requirements, Swedish	Kandidatexamen om 180 hp eller motsvarande. Engelska 6 eller motsvarande
Entry requirements, English	Bachelor degree, 180 credits or equivalent. English 6 or equivalent
Main field of study, Swedish	Arbetsintegrerat lärande
Main field of study, English	Work Integrated Learning
Degree, Swedish	Filosofie masterexamen med huvudområde arbetsintegrerat lärande med inriktning mot hållbar utveckling
Degree, English	Degree of Master of Arts (120 credits) in work-integrated learning, with a specialization in sustainable work
Rate of study (full-time, part-time)	Full-time
Type of instruction (on campus, distance teaching)	On campus
Language of instruction (Sw, Eng)	Eng

General programme information

Sustainable development aims to achieve social and societal well-being, as well as economic development while maintaining a balance with the Earth's ecological system. This is a complex task that requires knowledge about facts, perspectives, and norms, as well as methods that can be used to drive and practice sustainable development on local and global levels and prolonged over time. At the master's program Work Integrated Sustainable Development students learn systematic reflection on the relationship between facts and norms, practical and theoretical knowledge, and how organizations can work actively and strategically to achieve sustainable development. With the starting point in organizational action and change, and reflection on how theoretical knowledge is translated into practical results, work-integrated learning (WIL) becomes the main field of study in this program.

Programme contents, structure, and progression

In the program, Work-Integrated Learning (WIL) places a central emphasis on exploring the intricate connections between organizations, learning, change, and sustainable development, while delving into the dynamic interplay between strategic concepts and practical implementation. Through the WIL experience, students acquire the essential skills to lead, develop, and orchestrate sustainable development initiatives across diverse organizational contexts. The program's progression is based on gradual deepening of students' professional knowledge about organization, learning and change with focus on sustainable development. With professional knowledge at this programme, we mean not only knowledge about *what* sustainable development implies and entails, but also practical skills *how* sustainable development can be realized and implemented in organizations.

The degree program's pedagogical philosophy is based on the belief that students learn more effectively if knowledge and skills are applied. It is a philosophy that aligns well with WIL and business administration. At the same time, this philosophy harmonizes well with the challenges that come from change and transformation, specifically sustainable development. WIL, being a subject that is well suited for sustainable development, equips with a professional and norm-critical approach to address present and future challenges where sustainability is inherent.

Semester 1

Introduction to Work Integrated Learning, 7,5 HE credits, IAL600. The courses focus on introducing WIL as a field of study.

Introduction to Sustainable Development: Reflections on the Past, Present and Future, 7,5 HE credits, IHU601. The course focuses on the concept of introducing sustainability.

Sustainable Development in Practices, 7,5 He credits, HUP600. The course focuses on applying concepts and theories of sustainable development in real world contexts.

Sustainable Development Theories, 7,5 HE credits, THU600. The course broadens and deepens concepts and theories of sustainable development.

Semester 2

Sustainable Development and Ethics, 7,5 HE credits, HUE600. In this course student learn to understand and critically work with ethical theories and approaches for ethical sustainable development.

Designing for Sustainable Development in a Globally Changing Work Life, 7,5 HE credits, DHU600. This course focuses on the concept of innovation and entrepreneurial practices and how these can lead to sustainable change.

Advanced Methodology in Work Integrated Learning, 15 HE credits, ALM600. The course focuses on work-integrated learning as scientific theory, method and research design and prepares the student for methodological and analytical approaches for the upcoming essay work.

Semester 3

Elective courses: *Field-Based Project Course, 15 HE credits, FFP600.* This is an optional course that offers additional thematic field of knowledge.

Sustainable Profession in Action, 7,5 HE credits, PKU600. This is an optional course that offers additional thematic field of knowledge.

Innovation and Entrepreneurship in a Digital Society, 7,5 HE credits, IED600. This is an optional course that offers additional thematic field of knowledge.

Ecophilosophy, 15 HE credits, EKF600. This is an optional course that offers additional thematic field of knowledge.

The Sustainable Challenge, 7,5 HE credits, UHU600. This is an optional course that offers additional thematic field of knowledge.

Leadership and Co-workership in Digital Organizations, 7,5 HE credits, LMD600. This is an optional course that offers additional thematic field of knowledge.

WIL: Reflection and Portfolio I, Second Cycle, 7,5 HE credits, AIL610. This is an optional course that offers additional thematic field of knowledge.

WIL: Reflection and Portfolio II, Second Cycle, 7,5 HE credits, AIL611. This is an optional course that offers additional thematic field of knowledge.

Research internship, master, 15 HE credits, FPM600. This is an optional course that offers additional thematic field of knowledge.

Semester 4

Master Thesis in Work Integrated Learning, 30 HE credits, MAL900. Empirical studies are preferably carried out in direct collaboration with a workplace or research project, where questions are developed in cooperation with various stakeholders from the surrounding society.

The research basis for the programme

The research basis for the program is WIL with focus on sustainable development. WIL enables an approach that integrates academic studies and research on contemporary challenges regarding the sustainable adjustment and transformation of organizations.

As a research area, WIL contributes systematic knowledge about how learning and development unfold across all work-related activities. Students get to reflect on how different stages in a research process are applied and use accurate research proposals/projects as a reference point. Moreover, students are exposed to real-case scenarios and are encouraged to propose solutions to various issues faced by industries and businesses, such as sustainability challenges or the design of efficient future workplaces. The program places a strong emphasis on sustainable development, guiding the selection of theoretical concepts and literature.

WIL, one of the university's two research environments, has a clear connection to the program and supports the program through its structure of dialogue and reflection on different forms of knowledge to aiming in knowledge production on ways to build good relationships with a wide range of social actors to achieve collaborative learning. In this environment, students have the opportunity to engage in reflective practices and conceptualize phenomena. Learning takes place through hands-on experiences and observations within this dynamic setting, allowing for a more practical and insightful educational experience.

The labour market, collaboration, and work-integrated learning[1]

Thriving in a constantly evolving world that demands adaptation and transformation, especially amidst perpetual crises and sustainability challenges, requires unique skills. The program excels in systematically integrating Work Integrated Learning (WIL), evident in its thoughtful examination of the interplay between theory and practice. This integration provides students with a platform to engage in critical thinking, allowing them to not only encounter real-world challenges but also to propose innovative strategies. For instance, students can explore methods to foster equality, advocate for fair treatment, and combat workplace discrimination.

Admitting students with diverse backgrounds and cultural experiences fosters the development of interdisciplinary and multidisciplinary knowledge within the program.

The program's WIL core makes the program to stand out. By grasping the massive digital knowledge transition and the opportunities and challenges the AI bears, the program is at the forefront of shaping a knowledge-based leadership within the context of digitalization and digitizing organizations. Upon graduation, students will have the skills and knowledge to be competitive in pursuing various job opportunities withing education, training and development, human resources, and organizational development. Some potential job titles for graduates of this program include Learning and Development Manager, Organizational Development Specialist, Talent Development Manager, and Corporate Trainer.

Sustainable development

Work-Integrated Learning (WIL) is particularly well-suited for sustainable development as it cultivates a professional and norm-critical approach in addressing present and future challenges where sustainability is fundamental. Concrete examples within the curriculum involve incorporating sustainable practices, allowing students to understand and contribute to initiatives such as energy efficiency, sustainable transport, and waste reduction. In the context of evolving landscapes, the need for business adaptation is recognized, emphasizing resource optimization and the role of digitization. The focus shifts towards circular and service-based concepts rooted in a natural sustainability perspective, offering a valuable avenue for transitioning from a product-oriented to a service-oriented approach. In the working life of the future about sustainable development, digital skills and continuous learning are particularly needed.

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[1] Work-integrated learning is a pedagogical practice in which students' learning takes place through the integration of theoretical and practical knowledge and experience, derived from an educational context within the framework of both higher education as a work environment and civil society.

Solutions in the circular economy often arise when different skills and organizations are brought together.

Internationalisation

The program has a strong international character and exposes students to different global approaches, perspectives, and best practices. Additionally, international case studies allow students to learn about WIL practices in different countries concerning leadership in digitalised organisations and analyse the cultural, economic, and political factors that influence the WIL practices in these countries.

Even though University West is a small player on the global university map, the program draws the interest of students from many different countries. Emphasizing the value of diversity, we actively encourage students to engage in multicultural teams for projects, assignments, and other coursework. This approach is designed to cultivate intercultural understanding and foster the development of cross-cultural communication skills. These teams can work on projects focusing on different countries or involving collaboration with international partners.

Recognizing that digitalization and sustainability are critical global considerations, the program incorporates these key themes. In this context, Sweden has long been considered a leading country in digitalization due to the high level of education, cross-sector collaboration skills and a tradition of establishing synergies between academia, business, and the public sector. By integrating these elements into the program, an international perspective can pervade the degree, providing students with a rich and diverse learning experience that prepares them for careers in the field of leadership in digitalized organizations on a global scale.