



Nottingham
Business School
Nottingham Trent University

Some insights to our current (and future) work at NBS

Dr Richard Howarth
richard.howarth@ntu.ac.uk

02/03/2022



Overall NBS and Course Context

- **NTU and, for example, AACSB, EQUIS and UNPRME**
 - Sets the scene and context for the work but action related to sustainability has been ongoing for many years
 - NTU driving changes and work through its strategy now and before through curriculum refresh, graduate attributes etc
- **Structured Sustainability Action Plan(ing) – NBS Sustainability Coordinator and Department Reps**
 - School Coordinator reports directly in to School Executive – regular progress updates and action planning
 - Works in partnership with Quality and Learning and Teaching Managers and Departments via Reps
 - 3 tier approach – Mainstreaming, Broadening and Enriching
 - Core area of focus for the near future will be assessment(s)
- **Courses and modules – School Learning Goals, SDGs and reviewing**
 - 7 SLOs with one specific to ERS – *‘Critically evaluate ethical and sustainability-based issues within their field of study’*
 - SDGs have been a focus for courses and modules - SDGs embedded/ addressed are identified and tracked
 - Sustainability and ERS have been a core element for subject health reviews and both annual and periodic reviews etc
 - Progress review of ERS (and SDGs) across all modules – led by Coordinator and Reps

Mainstreaming – Personalisation

Year 1/ Level 4

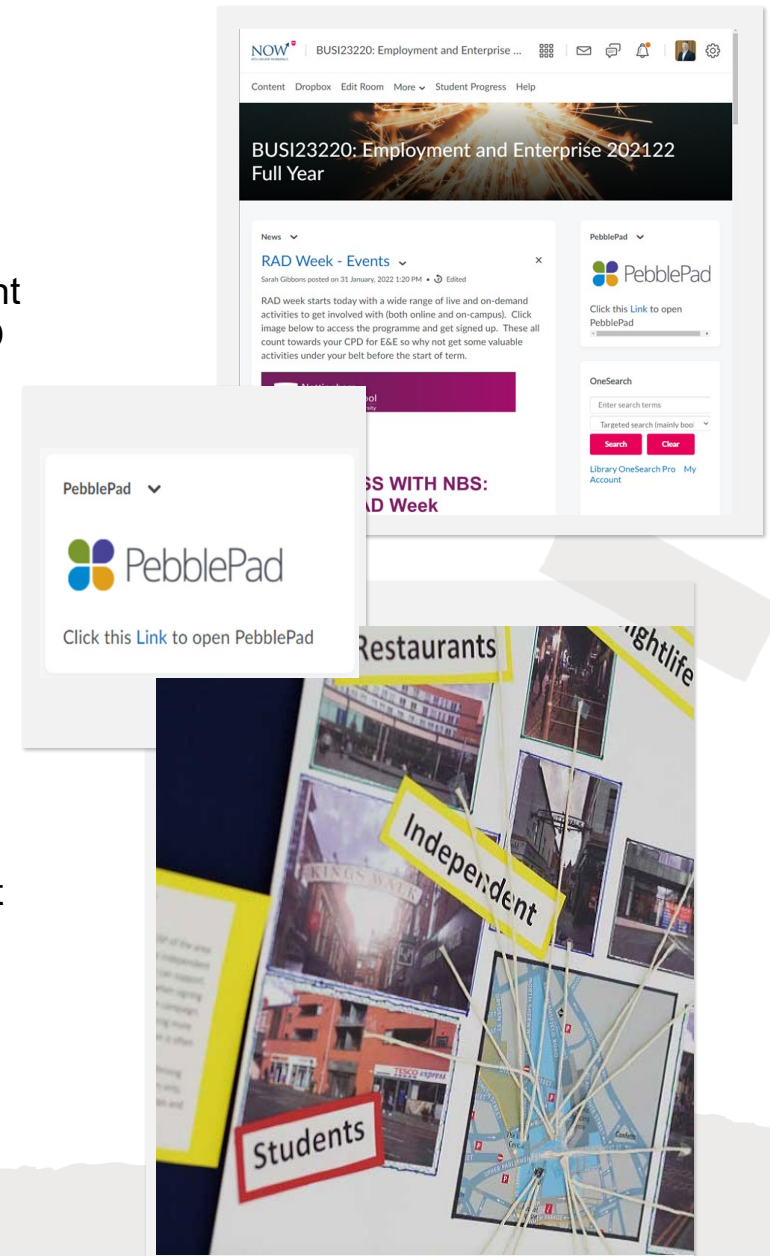
- NBS Discover – Transition activity with changing theme, group-work and formative assessment
- Personal and Academic Development (20cpts) – individual report and portfolio based on CPD
- CPD – E.g. NTU's 'Sustainability in Practice' module is essential learning for all students

Year 2/Level 5

- Employment and Enterprise (20cpts) – portfolio based on CPD
- E&E also includes - Work and Work-Like Experience(s): Part-time work, Enterprise etc
- Role and importance of diagnostics and 'tests' (E.g. Sulitest) to inform plans and targets
- Professional Bodies and Employers – a wide range but of relevance to positioning

Final Year/ Level 6

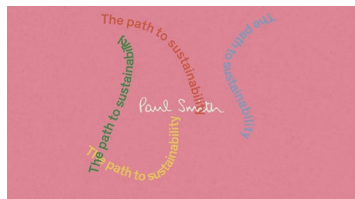
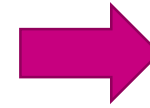
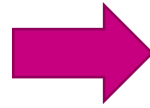
- Developing Professional Impact (20cpts) – group assessment and portfolio based on CPD
- Experiential learning elements – group activity specifically
- Ongoing reflection and critical analysis of ERS in a business and professional practice context



Broadening and Enriching – E.g. BA Marketing

Fundamentals of Marketing

- Case based – group activity to develop and justify a new product offering alongside current categories
- Must engage - Responsible Consumption and Production SDG plus one other SDG selected and justified



Conclusions

Context helps – NTU,
NBS 3 tier approach,
SLOs, CLOs and MLOs
etc

Work is now NBS driven,
not individual (individuals
play role)

Historically some
challenges at course
level with work in silos

Transition elements are
valuable to signal the
importance of ERS

Backbone of professional
and academic
development is key
Reflective & normative, future
thinking and criticality,
facilitates positioning etc

Use of, case studies
provides significant
benefits
Skills/ competences. systems
thinking, problem solving,
collaborative working etc

Work connects and
builds but its important to
recognise and support

Work needed to further
support and assert
competences and
engage domains

Employability and
professional bodies
important for enrichment
and progress



Questions

- Your questions...