

Overview

In the spring and early summer 2016, a review was undertaken of the BSc Business and Human Resource Management programme at Anglia Ruskin University's Lord Ashcroft Business School. The research was aimed at identifying if and how sustainability was embedded into the modules. In addition, projects for two modules were reviewed to learn what percentage of this year's students voluntarily chose a sustainability-related theme for their personal projects.

Methodology

To begin, the 20 module guides for all core classes were carefully read, looking for lecture topics, case studies, assessments and/or reading materials that touched on "sustainability." Sustainability was defined very broadly for this review, including such areas as the environment, CSR, equality, justice, and emerging economies. Following the module guides, the reading lists for all modules were reviewed, including the table of contents for all textbooks. Next, all 16 lead lecturers were invited for one-hour, recorded skype or in-person interviews. Six faculty members have been interviewed prior to May 28. One lecturer asked not to be included, since his module structure is part of his PhD, one has left the university, and one is no longer teaching the HR module. One interview is scheduled for early June, and two additional interviews were booked, but the lecturers were unable to attend and hope to reschedule in early June.

Core BSc Business and Human Resource Management Modules

Module Name	Lecturer	Department	Code	Trimester
Academic Skills	McDonald, Stephen	Marketing & Tourism	4444	Year 1, Core
Economics for Managers	Macdonald, Peter	Economics	4439	Year 1, Core
Global Business Environment	Duckworth, Craig	Economics	4222	Year 1, Core
Intro to Accounting and Finance	Pichamuthu, Nanthi	Leadership & Management	897	Year 1, Core
Introduction to Organisations and Management	Russell, Stephanie	HR & Employability	4220	Year 1, Core
Principles of Marketing	Jones, Cassie	Marketing & Tourism	4151	Year 1, Core
Business Analytics	Lewis, Naowarat	Accounting...	4219	Year 1, Core
Business Research Methods	Armitage, Andrew	Leadership & Management	4494	Year 2, Core
Developing HR Professional Practice & Using Information	Dhar-Bhattacharjee, S.	HR & Employability	4664	Year 2, Core
HR Management in Context	Hogan, John	HR & Employability	4663	Year 2, Core
Managing HR & Improving Organisational Performance	DeGama, Nadia	HR & Employability	4418	Year 2, Core
Project Management	Teng, Teng	Accounting...	4229	Year 2, Core
Strategic Management	Karafyllia, Maria	Marketing & Tourism	4417	Year 2, Core
Career Management & Employability	DeGama, Nadia	HR & Employability	4420	Year 3, Core
Employee Relations	Hogan, John	HR & Employability	4666	Year 3, Core
Employment Law	Irving, Diane	HR & Employability	4665	Year 3, Core
International and Comparative HRM	Rook, Caroline	HR & Employability	4659	Year 3, Core
Leadership in Contemporary Organisations	Rook, Caroline	HR & Employability	4424	Year 3, Core
Reward Management	Rook, Caroline	HR & Employability	1199	Year 3, Core
Undergraduate Major Project	Boz, Marina	HR & Employability	4486	Year 3, Core

Interview Questions

The interview questions tended to be asked in the order listed below, but on occasion, the question regarding students' definition of sustainability was a better fit earlier in the interview. All interviews lasted about 60 minutes with none running over and only two falling slightly short.

- What does "sustainability" mean to you?
- How do you view sustainability is connected to your module? **If not:** do you see a value of sustainability embedded into business school modules? Could sustainability be linked to employability skills, or something else? **If yes,** go through module specifics of interest and ask questions about double/triple bottom line topics.
- Go through spreadsheet of module terminology, venn diagram and/or SDGs to get feedback on how

these topics and this spread of triple bottom line discussions could be expanded to give students a broader/clearer understanding of “sustainability”.

- How do you think your students define “sustainability” currently? Where do you get that belief/understanding?

Results

Module Guides

It quickly became clear that “sustainability” was not being discussed overtly in many modules. Only four appeared to introduce materials that discussed topics like climate change or CSR or social justice, and interestingly, none of those modules were HR. Marketing modules 4417 and 4151 and Economics modules 4439 and 4222 were the only four guides with overt language regarding sustainability or the planet. Although the module leader of 4417 (Strategic Marketing) has not yet been available for interview, the language of the guide includes such items as: corporate (social) responsibility, community engagement, emerging economies, and sustainable value chains. The module leader for 4151 (Marketing Management) was not responsive to requests for an interview, but the guide discusses: the interplay between sustainability and the ethical challenges and critiques of modern marketing; the inclusion of marginalised and socially excluded groups; and (customers who are) increasingly demanding, critical and questioning of motivations and ethics behind marketers activities.

Both economics lecturers were available to interview, so there will be more information on 4439 and 4222 in the additional sections. For 4222 (Global Business Environment), the textbooks selected for the course were the only ones found on the readings lists to include topics such as: BRIC, socio-cultural challenges, ecology, culture and the environment. The guide states that the course will explore the: political, economic, social, legal, ecological and technological factors in the international business environment. The final student assessment topics are currently being reviewed, and if any were sustainability related, that will be included in the final report. Module 4439 (Economics for Managers) is taught by a series of lecturers and the lead was interviewed. The lecturers included topics such as market failures and public goods, case studies on the UK housing market, drug use, Venezuela, food prices, climate change, and well-being.

At the same time, as would be expected in a programme on human resources, many modules included material on the human element of business. A few modules were purely financially-focused (0897, 4219, 4663), leading to the realisation that a Venn diagram of the triple bottom line of People, Prosperity and Planet might fit the HR programme well and assist in the interviews. Unless otherwise noted, the language in the table below is directly from the module's Introduction.

Code	Planet	People	Prosperity
4444		varies by student	
4439	Case study: climate change (week 3, self-directed study)	market failures – public goods & externalities (Week 6 – same day as midterm); UK housing market (week 2 case study); drug war; food prices (week 3, self-directed study); measuring well-being (week 8, self-directed study)	Business & management applications; Microeconomics and macroeconomics
4222	ecological factors in the international business environment; Textbook chapters: CSR, ecology, environment	Political, social, legal & technological factors in the international business environment; Textbook chapters: culture, globalization, BRIC, socio-cultural	foreign investment opportunities
0897			financial reporting; accounting skills to support decision-making; costing; budgeting;
4220		Human-side of management; Week 5 reading: car industry in Brazil	
4151	interplay btwn marketing, sustainability & ethical challenges (weeks 6, 8 reading and lectures); how are your activities influenced by marketing – ethical,	B2C; customer value & equity; marginalised and socially excluded groups; critical and questioning customers	global economic challenges; marketing ethics

	social, sustainable performance (3000 word assignment)		
4219			quant methods & techniques to solve real-world business problems
4494		university ethics form (week 5)	qualitative & quantitative methods
4664	ethical conduct	Interpersonal conduct; international labour market sustainability; case study: Malaysia (Case study – 100% of grade)	Business-focused conduct; good practice; business & Strategy formulations & implementation
4663	needs of the environment in the long term vs short	alternatives to austerity (week 10 reading and lecture); challenges to society in current social, economic & political context (3000 word assignment)	ethics: HR contribution to credit crunch; market competition & profit maximisation
4418		managing diversity (lecture 3); employee engagement & well-being	improving organisational performance
4229		stakeholder management; people management (week 11 reading and lecture); music festival case study (80% of grade)	risk management; qualitative & quantitative assessments (week 8 reading and lecture)
4417	sustainable competitive advantage; macro environment; shared value & business sustainability; change agents; CSR; charity sector; emerging economies; sustainability in the value chain (weeks 2, 3, 6, 8, 9 reading and lectures)	stakeholder pressures; global nature of competition; engaging the community (weeks 3, 6, 8 reading and lectures)	Sustained competitive advantage
4420		drawing from sociology & psychology employment relationship in national, multinational and global contexts; trade unions & strike action; grievances and disciplinary procedures; negotiation & collective bargaining (lectures & readings weeks 2-9); Employment relations impact on social and economic performance (3000 word assignment)	information age & organisations (lectures & readings weeks 10-11)
4666			
4665		International & local jurisdictions; protected groups ; unfair dismissal; employment protection (weeks 9-11 lectures)	equal pay; redundancy (case studies, 100% of grade)
4659		cultural context, cultural differences (readings week 2 & 5) , international training, industrial relations (topics to be included in 3000 word assignment)	mergers& acquisitions, compensation
4424	sustainable performance; future organisational and leadership challenges	global and multicultural reality; social and contextual influences; societal sustainability; Gender and diversity	
1199		labour market trends, regional differences, trends in pay and international comparisons; case studies: corporate culture clashes; weathering recession; export trade; outsourcing	financial drivers of the organisation, the balance sheet and the impact of reward costs; comparative practices within organisations and countries
4486		varies by student	

Interviews

Three things became clear quickly in the interviews: the faculty are as confused by the term “sustainability” as the students, module guides do not tell the whole story, and the inclusion of sustainability in a module is entirely dependent on the lecturer that year.

Without exception, interviewees struggled to answer the first interview question: “what does sustainability mean to you?” There was no lack of knowledge about sustainability, but perhaps too much knowledge.

Comments from individuals included: *it is so big that any little thing I do won't make a difference; its broad; it depends on the context; it captures everything nothing; and it is too all encompassing.* Comments like these help to understand why students don't know or believe that they've learned about sustainability.

When pressed for more of a definition, lecturers tended to state that sustainability was linked to the planet and the environment, and most interviewees further defined it in terms of personal research interests. Examples include:

- *It doesn't just involve the environment – social justice, equality, voice – social, environmental, business impact and how those relate together*
- *The first term that comes to mind is sustainable supply chain – supply chain management and its affect on the environment. I would like to look into the impact between what we are doing – the process – and how it is affecting the environment – and how the different factors affect the outcome*
- *It means thinking long term – the actions we take may not bring short term solutions, but they will help us in the long term – in companies, the environment, etc. I would mainly think of the environment, but also the use of (natural and financial) resources... Its a big challenge – how we think of financial resources in terms of sustainability...*
- *It means healthy working practices, but I know that it also means being environmentally-friendly, so CSR and practices that don't harm the environment.*
- *First thing that comes to mind is preserving the environment and not depleting natural resources we have. I personally also have a strong connection to the treatment of people, fairness to people.*

The interviews moved onto if and how the lecturers wrapped sustainability into their modules. The overwhelming admission was that, while topics related to sustainability were discussed in the majority of modules, the term “sustainability” was infrequently used to define those topics during lectures. One faculty member realised during the interview how often sustainability-related issues came up in the module, and said “I might be doing the students a disservice” since the connection to sustainability was never overtly made during those lectures.

Three of the six interviewees - none were HR faculty - were under the impression that there was a true sustainability module within the BSc Business and Human Resource Management programme – like *Responsible Business* or *Sustainable Supply Chains*. One lecturer purposely would not treat sustainability as an explicit issue, but told the students that they would have a sustainability module at a later date. Lecturers did not believe they needed to define the basics of sustainability; they thought that students were making the connections themselves. They believed that the basics had been or would be covered in another module, but realised during the interviews that this was not the case for this BSc.

Interviews also quickly made it clear that the module guides did not tell the “whole story,” both in that some modules were more focused on sustainability than the guides implied, or that the modules never connected sustainability-topics to sustainability for the students. Negative examples included:

- Two modules included case studies on emerging markets where the countries have overwhelming connections to sustainability in terms of the environment, social justice, poverty, health, education, gender equality, etc. Neither module took the opportunity to discuss the sustainability-related issues in those countries and instead focused only on the case study's main purpose: financially-focused.
- A case study on an environmental topic did not discuss the environment at all, but was instead used as an example of the problems with valuation.
- Lectures that were sustainability-focused were poorly timed during the trimester, in that they'd be held the week after the mid-term or the day a major paper was due, so that a large number of students failed to attend that week's lecture.
- Two courses touched on the “dark side” of how companies “get the most out of employees.” There were critiques of these processes, as well as discussions of how perspective of managers are a very white, male view. Neither module linked these discussions to sustainability.

Positive examples included:

- The well-being index is being discussed in a number of modules to show students that - while GDP has been the historical measurement for a country's worth - new ways of thinking are being developed and implemented to look at the bigger picture and tie in happiness and the environment.

- A few modules were taken over by lecturers at the last moment, so the guides did not fully-describe the module. In a number of cases, this meant that assessments, lectures and case studies on topics including gender equality, social justice, and climate change were not mentioned in the guides.
- Topics that did not appear to be sustainability-related were in fact tied to sustainability during the module. One case study appeared financially-focused in the guide, but students were asked to look at the well-being of the staff, the ethics of the corporation and the exploitation of the country (natural and human resources) to which the company moved its staff.

At least two modules discuss the opportunities for innovation that are being caused/will be caused by climate change.

Students

One interviewee felt that students do not seem engaged with the topic of sustainability, since they have grown up in developed countries and may not understand the negative impacts of things like climate change on other regions. The majority felt that they simply did not understand what it means or how they can impact it in their daily or work lives. In some cases, faculty recognised that students knew that they needed to recycle or waste less, but didn't think of that as sustainability. Students are concerned about how to stand out to employers, and in general, lecturers felt that awareness about sustainability could help students to pitch themselves. Students could present themselves as more holistic – that they understand how their actions and the actions of their work place can impact society and that they have more of a long-term understanding of impact.

Projects & Assessments

When students were given a good amount of freedom in selecting paper or project topics – or even in how they went about reviewing a case study – a good number chose an area of sustainability, whether they realised it or not. In one non-HR course, over 40% of students voluntarily chose to look at a music festival's noise impact on the community, although that had not been mentioned in the assessment description. That assessment was worth over 75% of the student's grade.

Another module, which is an HR module, where the assessment was worth over 75% of the student's grade, students chose their own paper topics. Titles this year included:

- *How has CSR been implemented within the oil and gas industry?*
- *An exploration into the effects of terrorism on the global supply chain, post 9/11*
- *How multinational telecommunication companies adopt CSR in Hungary*
- *An investigation into the relationship between employee turnover and motivation, insight into Tesco*

In a third module, the lecturer noted that the overwhelmingly the students who had chosen sustainability-related topics for their project had not been the HR students. She highlighted a number of projects that had looked at sustainability-related topics, including: *female leadership & stereotypes; crisis management during the VW emissions scandal, sustainability & ethics; luxury counterfeit good and consumption; gender discrimination & the workplace environment for women in silicon valley firms; responsible consumption; ethical/green supply chain; and work-life balance for fathers.*

In their final year, all Business School students submit an Undergraduate Major Project (module 4486). Early that year, students inform their advisors about their tentative topics, which are allowed to change. Of the 20 BSc Business and Human Resource Management students, 10 chose project titles early on and unsurprisingly, all of them focused on a “people” topic with 7 showing a possible link to sustainability (well-being, discrimination, emerging markets):

- Making employees more engaged in the work place
- Discrimination in the work place (2)
- Does having a lifelong medical condition disadvantage you in the work place?
- Has Globalization Impacted SME's in the UK
- Human Resource Management behind closed doors
- Leadership and Training and Development
- Leadership in Human Resource Management
- Reward systems effect on retention levels
- Tackling executive stress maintaining authenticity in workplace leadership

- The role of the psychological contract

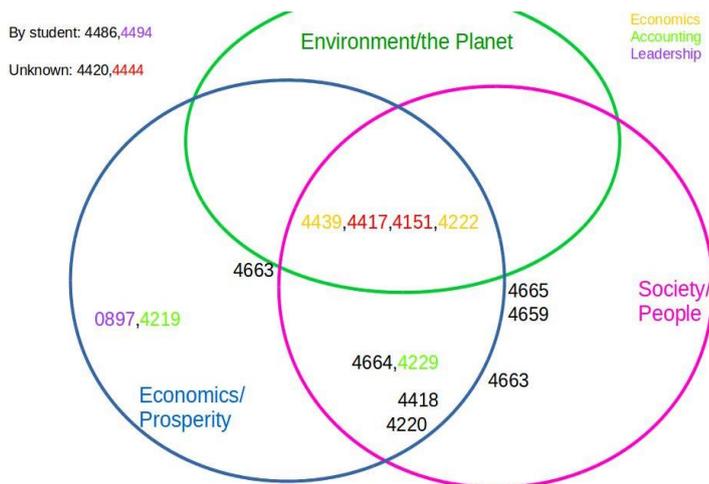
By comparison, of the 287 non-HR students, 163 submitted project titles, and of those, 59 (across Accounting, Economics, Business Management, International Business, Marketing and Tourism) had some connection to sustainability. Broadly, topics included:

- CSR (11)
- Environmental Sustainability (6)
- Ethics, including sub-topics such as austerity, tax evasion, fraud, the recession, professionalism, outsourcing, fair trade and wage imbalance (26)
- Emerging Markets (10)
- Culture and Cross-culture (4)
- Gender discrimination (8) and general discrimination (1)
- Staff engagement & motivation (3)
- Health & Well-being (1)

Outcomes

Venn Diagram

The initial thought with the diagram was that - early on in the BSc Business and Human Resource Management programme, and perhaps even during induction - students could be shown that discussions of sustainability don't need to focus purely on the planet, but that even modules that focus only on money can play a role in our understanding of sustainability. The background on this is that in the recent past, students were asked if they learned about sustainability during their time at Anglia Ruskin University and that a large



percentage said that they had not. It was quickly clear after reviewing the module guides that the HR students should have responded that they had learned about sustainability – in at least four modules, if not 11 of the 20 – but many students had not.

A few faculty members disagreed with the use of the diagram, in that they felt the diagram would not help the majority of students to better understand sustainability. Interviewees were also surprised that the HR programme had three modules that had no connection to people.

Sustainable Development Goals (SDGs)

During the first interview, the topic of the SDGs came up, and it was realised that the SDGs might be another model for more clearly defining and engaging students in sustainability. Using the language in the module guides and the reading lists, a list was created to show the SDGs that might be mentioned in each module. The list is not comprehensive, since not all module leaders were interviewed, and the list is based on the guides, which, as previously mentioned, do not tell the whole story.

The SDG/Modules list was added to the third interview question, and in general the interviewees felt that showing the students the breadth of sustainability via the SDGs and an overview of how the 17 SDGs would be touched on in various modules would be helpful to students and lecturers. Students would have a “bug in their ears” to remind them during lectures that they had heard about this topic before. Two lecturers mentioned having icons in the corner of power point slides to highlight a connection to an SDG. These icons would not only re-emphasise to students but also remind lecturers to mention the connection. One faculty member mentioned that the SDGs give students a practical dimension to sustainability – that things are happening, that policies are being made and that there are things that students can do to impact sustainability.

The SDGs

SDG	Description	Abbreviated Name
1	End poverty in all its forms everywhere	Poverty
2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture	Food security
3	Ensure healthy lives and promote well-being for all at all ages	Health/well-being
4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	Education
5	Achieve gender equality and empower all women and girls	Gender Equality
6	Ensure availability and sustainable management of water and sanitation for all	Water & sanitation
7	Ensure access to affordable, reliable, sustainable and modern energy for all	Modern energy
8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	Economic growth
9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	Innovation/Infrastructure
10	Reduce inequality within and among countries	Global equality/Emerging Economies
11	Make cities and human settlements inclusive, safe, resilient and sustainable	Sustainable cities
12	Ensure sustainable consumption and production patterns	Sustainable consumption
13	Take urgent action to combat climate change and its impacts*	Climate Change
14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development	Marine ecosystem conservation
15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	Terrestrial ecosystem conservation
16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	Peace & Social Justice
17	Strengthen the means of implementation and revitalize the global partnership for sustainable development	Global partnerships

Modules & SDGs

Module Name	Code	SDG	Department	Trimester
Academic Skills	4444		Marketing & Tourism	Year 1, Core
Economics for Managers	4439	8	Economics	Year 1, Core
Global Business Environment	4222	8, 10, 15, 16	Economics	Year 1, Core
Introduction to Accounting and Finance	897	3, 8, 13, 16	Leadership & Management	Year 1, Core
Introduction to Organisations and Management	4220	3	HR & Employability	Year 1, Core
Principles of Marketing	4151	5, 8, 11, 12, 16	Marketing & Tourism	Year 1, Core
Business Analytics	4219		Accounting...	Year 1, Core
Business Research Methods	4494		Leadership & Management	Year 2, Core
Developing HR Professional Practice and Using Information	4664	10	HR & Employability	Year 2, Core
Human Resources Management in Context	4663	8	HR & Employability	Year 2, Core
Managing Human Resources and Improving Organisational Performance	4418	5	HR & Employability	Year 2, Core
Project Management	4229		Accounting...	Year 2, Core
Strategic Management	4417	10, 12, 17	Marketing & Tourism	Year 2, Core
Career Management and Employability	4420		HR & Employability	Year 3, Core
Employee Relations	4666	8, 10, 16	HR & Employability	Year 3, Core
Employment Law	4665	16	HR & Employability	Year 3, Core
International and Comparative HRM	4659	8, 16	HR & Employability	Year 3, Core
Leadership in Contemporary Organisations	4424	5, 10	HR & Employability	Year 3, Core
Reward Management	1199	8	HR & Employability	Year 3, Core
Undergraduate Major Project	4486		HR & Employability	Year 3, Core

Conclusions & Next Steps

Induction

The idea of using induction to introduce students to sustainability before the programme begins was universally encouraged by interviewees. There were a number of reasons for the enthusiasm. One lecturer mentioned that it would be the ideal place to map the SDGs across the programme. A second lecturer commented that there is always a conflict/debate over embedding sustainability in every module, having a stand-alone module, or leaving it up to faculty. If you go for the first or third options, you can get resistance from faculty, the topic gets watered down in each module, and/or the discussions of sustainability end up being “wishy-washy.” A third lecturer believed that induction would be a great version of a stand-alone module that introduces students from the start in a fun way, rather than as an assessed module. A fourth lecturer offered the idea of having a competition - presentations by small teams during induction – to which companies would be invited to attend and perhaps help judge. This ties back nicely into showing that sustainability can be an employability skill.

As a tag on to induction, you could use the material to help faculty to flag SDGs within modules. For example, you could create the icons mentioned in the SDGs section so that lecturers could paste them into slides quickly and easily. One faculty member stated that the programme has not looked at itself holistically – that each module has a very “micro-perspective” of its own topic. Carrying the SDGs across modules – even in this simple way – could begin a more holistic analysis of the programme.

Survey

A few faculty mentioned the idea of surveying students about sustainability specifically. Using the same question before year one and at the very end, ARU could show progress in knowledge and see if student perspectives had changed over the 3 years.

Faculty Training

As mentioned, sustainability was defined differently by each lecturer, even more so amongst those who are actively teaching the topic. Lecturers also mentioned that some faculty are simply not interested in wrapping the topic into their modules – possibly because sustainability is too vague, complex or difficult to explain. A basic awareness across the faculty about the topic of sustainability and specifically the SDGs will be more beneficial than simply demanding that lecturers include sustainability in their modules.

Module Case Studies & Assessments

During the review of the guides as well as the interviews, it became clear that a number of simple opportunities to wrap in sustainability are being wasted, such as the case studies mentioned as the first two “negative” examples on page 4. This was most true in the use of case studies and in some assessments. During the faculty training day, or by pairing up faculty to co-review the guides, you could ask the faculty to analyse if these components show students the ultimate impact of the decisions that were made – on the environment, the local people, the staff’s well-being, etc.

One lecturer perceptively mentioned that in HR modules, the connections between society, culture and staff welfare should always be components. Another lecturer stated that from a project manager perspective, you should always be reviewing the wants and needs of all stakeholders – from top level influencers to the end customers – as well as the connections between them. It was also mentioned that any HR case study should look at the appropriate mapping of the people as resources and how they can ethically use the resources (people and materials), ultimately in a sustainable way.

Accreditation Bodies

A next step for this project should also be to review the accreditation bodies for HR programmes, as well as business schools in general, to see what they are doing as organisations and what inclusion of sustainability they may be intending in upcoming accreditation processes.

Module Name	Environment	Society	Prosperity	SDG	Embedment
Academic Skills	varies by student				Varies significantly by the interests of the student and the advisor's research interests
Economics for Managers	Case study: climate change (week 3, self-directed study)	market failures – public goods & externalities (Week 6 – same day as midterm); UK housing market (week 2 case study); drug war; food prices (week 3, self-directed study); measuring well-being (week 8, self-directed study)	Business & management applications; Microeconomics and macroeconomics		Sustainability topics are included, but by lecturer's admission, may not be linked to "sustainability," can be "dry" and may not be taught during the best weeks (ie the day of the midterm). Lecturer believed HR had stand-alone sustainability module.
Global Business Environment	ecological factors in the international business environment; Textbook chapters: CSR, ecology, environment	Political, social, legal & technological factors in the international business environment; Textbook chapters: culture, globalization, BRIC, socio-cultural	foreign investment opportunities	8, 10, 15, 16	Lecturer has background in sustainability and selects reading materials, including textbooks, with the topic in mind
Introduction to Accounting and Finance			financial reporting; accounting skills to support decision-making; costing; budgeting;	3, 8, 13, 16	None apparent from module guides
Introduction to Organisations and Management		Human-side of management; Week 5 reading: car industry in Brazil		3	None apparent from module guides. Could have focus on well-being and/or emerging markets.
Principles of Marketing	interplay btwn marketing, sustainability & ethical challenges (weeks 6, 8 reading and lectures); how are your activities influenced by marketing – ethical, social, sustainable performance (3000 word assignment)	B2C; customer value & equity; marginalised and socially excluded groups; critical and questioning customers	global economic challenges; marketing ethics	5, 8, 11, 12, 16	Questionnaire sent to lecturer. Ethics, society and marginalised groups appear heavily embedded. Unclear if due to lecturer's interest, focus on sustainability, or another cause.
Business Analytics			quant methods & techniques to solve real-world business problems		None apparent from module guides
Business Research Methods		university ethics form (week 5)	qualitative & quantitative methods		None apparent from module guides
Developing HR Professional Practice and Using Information	ethical conduct	Interpersonal conduct; international labour market sustainability; case study: Malaysia (Case study – 100% of grade)	Business-focused conduct; good practice; business & Strategy formulations & implementation	10	None apparent from module guides. Could have focus on society/culture, ethics/CSR and/or emerging markets.
Human Resources Management in Context	needs of the environment in the long term vs short	alternatives to austerity (week 10 reading and lecture); challenges to society in current social, economic & political context (3000 word assignment)	ethics: HR contribution to credit crunch; market competition & profit maximisation	8	Questionnaire sent to lecturer, since unclear from module guide alone

Module Name	Environment	Society	Prosperity	SDG	Embedment
Managing Human Resources and Improving Organisational Performance		managing diversity (lecture 3); employee engagement & well-being	improving organisational performance	5	Course in flux – first year as a single module. Human well-being embedded in at least a portion of the module.
Project Management		stakeholder management; people management (week 11 reading and lecture); music festival case study (80% of grade)	risk management; qualitative & quantitative assessments (week 8 reading and lecture)		The environment is discussed as a key factor in project management, but students are not required to include it. Lecturer believed HR had stand-alone sustainability module.
Strategic Management	sustainable competitive advantage; macro environment; shared value & business sustainability; change agents; CSR; charity sector; emerging economies; sustainability in the value chain (weeks 2, 3, 6, 8, 9 reading and lectures)	stakeholder pressures; global nature of competition; engaging the community (weeks 3, 6, 8 reading and lectures)	Sustained competitive advantage	10, 12, 17	Questionnaire sent to lecturer. CSR, charities, emerging economies, community engagement appear embedded. Unclear if due to lecturer's interest, focus on sustainability, or another cause.
Career Management and Employability		drawing from sociology & psychology			None apparent from module guides
Employee Relations		employment relationship in national, multinational and global contexts; trade unions & strike action; grievances and disciplinary procedures; negotiation & collective bargaining (lectures & readings weeks 2-9); Employment relations impact on social and economic performance (3000 word assignment)	information age & organisations (lectures & readings weeks 10-11)	8, 10, 16	Questionnaire sent to lecturer, since unclear from module guide alone
Employment Law		International & local jurisdictions; protected groups ; unfair dismissal; employment protection (weeks 9-11 lectures)	equal pay; redundancy (case studies, 100% of grade)	16	None apparent from module guides
International and Comparative HRM		cultural context, cultural differences (readings week 2 & 5) , international training, industrial relations (topics to be included in 3000 word assignment)	Mergers & acquisitions, compensation	8, 16	Lecturer has keen interest in gender and inequality. Societal challenges and fair compensation included in module.
Leadership in Contemporary Organisations	sustainable performance; future organisational and leadership challenges	global and multicultural reality; social and contextual influences; societal sustainability; Gender and diversity		5, 10	Lecturer has keen interest in gender and inequality. Society, gender, equality, and sustainability included in module.

Module Name	Environment	Society	Prosperity	SDG	Embedment
Reward Management		labour market trends, regional differences, trends in pay and international comparisons; case studies: corporate culture clashes; weathering recession; export trade; outsourcing	financial drivers of the organisation, the balance sheet and the impact of reward costs; comparative practices within organisations and countries		Lecturer has keen interest in gender and inequality. Sustainability topics touched on, but not discussed as such. By lecturer's admission, link could be made clearer to students.
Undergraduate Major Project	varies by student				Varies significantly by the interests of the student and the advisor's research interests