Utbildningsplan för Magisterprogramme i strategiskt ledarskap för hållbarhet (60 högskolepoäng)
Master’s Programme in Strategic Leadership towards Sustainability (60 ECTS credits)

1. Decision
The degree programme was established by the Board of Education at Blekinge Institute of Technology 2003-10-03. The programme was revised on 2015-09-08 (BTH-4.1.2-0420-2015). The revision refers to the entry requirements. The new entry requirements apply as from admissions round 2016. The programme syllabus was adopted jointly by the Deputy Vice-Chancellor and the Deans on 2018-10-29.

The document applies to all students admitted to the autumn semester of 2019.
Programme code: SLASH

2. Entry requirements
Access to the degree programme requires a Degree of Bachelor or a professional qualification of 180 higher education credits or the equivalent, English B/English 6, and a minimum of six months of relevant professional experience, such as work, placement, voluntary work, a commission of trust, or the equivalent, full time or part time, demonstrating experience of sustainability work.

3. Conditions for participation in programme courses
To participate in programme courses, the student must meet the course entry requirements by the start of the course at the latest. The student’s prior knowledge will be checked before the start of each course. The entry requirements are stated in the respective course syllabi.

To participate in programme courses, the student must be admitted and registered to each course. Admission to compulsory courses within a programme takes place in connection with the start of the semester during which the course will be given, provided that the student meets the entry requirements for the course. Elective courses within a programme must first be selected by the student, on specific occasions, before admission can take place. Course entry requirements also apply to elective courses.

Students have the opportunity to discuss their study situation with the programme director or a study advisor.

4. Degree
The programme leads up to the following second-cycle degree:
Degree of Master of Science (60 credits).
Main field of study: Strategic Leadership towards Sustainability.

4.1. Specific requirements for BTH
A Degree of Master (60 credits) requires at least 30 second cycle credits in the main field of study, of which the independent project (degree project) is to comprise at least 15 credits (level A1E). A maximum of 15 first cycle credits can be included in the degree.
5. Goals

The following goals apply to the study programme:

5.1. Knowledge and understanding

Upon completion of the programme the student will:

- be able to demonstrate in-depth knowledge of underlying causes for society’s sustainability challenges.
- be able to demonstrate in-depth knowledge of theory and methodology for strategic sustainable development.
- be able to demonstrate in-depth knowledge of theory and methodology for leading in complexity.
- be able to demonstrate in-depth knowledge of research and research methodology for strategic leadership towards sustainability.

5.2. Skills and Abilities

Upon completion of the programme the student will:

- be able to demonstrate ability to independently identify and discuss problems of relevance to strategic leadership towards sustainability.
- be able to demonstrate ability to integrate and apply the two central areas of the programme (strategic sustainable development and leading in complexity) to research- and development work.
- be able to demonstrate ability to orally and in writing communicate and discuss strategic leadership towards sustainability to/with different stakeholder groups.
- be able to demonstrate ability to engage other persons in work of change, facilitate and lead such work and reflect upon personal leadership and development.

5.3. Judgement and approach

Upon completion of the programme the student will:

- be able to demonstrate ability to make assessments of different solutions and strategic plans for how organizations can contribute to sustainable development, in consideration of relevant scientific, societal and ethical aspects.
- be able to demonstrate ability to evaluate and critically relate to different theories, concepts, methods, and tools within the field of strategic leadership towards sustainability.
- be able to demonstrate ability to critically reflect on research about and for sustainability, including consideration of ethical aspects and the role of science in the transformation of society to sustainability.

6. Content

The Master’s in Strategic Leadership towards Sustainability is a one-year programme aiming to educate leaders and agents of change capable to support sustainable development of society in a way that strengthens their own organization. There are two central areas which are integrated in support of strategic leadership towards sustainability: (1) methodology for structuring and coordinating knowledge, concepts, methods, and tools in support of planning and decision-making for strategic sustainable development, and (2) methodology for leading in complexity and especially for how co-workers can be engaged into work of change and for how organizations can be developed into flexible and adaptive systems that can act proactively and strategically for sustainable development. Several supplementary theories, concepts, methods, and tools, as well as other basic knowledge within the field of sustainability, are part of the programme and are structured in relation to the central areas.
6.1. Structure and courses of the degree programme

Semester 1

- Compulsory: SL2533, Strategic Sustainable Development, 12.5 credits, Strategic Leadership towards Sustainability, Advanced level, A1N
- Compulsory: SL2534, Leading in Complexity, 10 credits, Strategic Leadership towards Sustainability, Advanced level, A1N
- Compulsory: SL2536, Strategic Planning for Sustainability, 7.5 credits, Strategic Leadership towards Sustainability, Advanced level, A1F
- Compulsory: SL2537, Research Methodology for Sustainability, 5 credits, Strategic Leadership towards Sustainability, Advanced level, A1F
- Compulsory: SL2540, Innovation for Sustainability, 5 credits, Strategic Leadership towards Sustainability, Advanced level, A1F

Semester 2

- Compulsory: SL2538, Master’s Thesis in Strategic Leadership towards Sustainability, 20 credits, Strategic Leadership towards Sustainability, Advanced level, A1E

6.2. Learning and education

The degree programme combines different methods and approaches for teaching and learning. The main focus in the beginning of the programme lies on lecture-based teaching, which later gradually changes into more independent work for the students with supervision and coaching from the teachers. All courses include, to a different degree, lectures, possibilities for discussion, dialogue and reflection, supervision and coaching, as well as written assignments and/or individual or group projects in order to apply the acquired knowledge. This set-up makes possible a continuous and close dialogue with the students and integration of their interests and expertise.

The teachers represent many different scientific backgrounds, professional experiences and perspectives and are through their own research, development and concrete sustainability work well updated regarding the intensive knowledge development in the main field of study. This applies both to the BTH personnel and guest teachers, who in many cases are internationally leading experts in their fields. The students also represent a great variety of educational backgrounds, professional experiences and cultural backgrounds and possess high competence in different parts of the field of sustainability. There are many occasions for the interchange of knowledge and experiences between students and between students and teachers, for example, in large or small group dialogues. This is an intentional part of the programme design and pedagogy, which creates a unique learning environment.

The students are given an overview of the main field of study and in-depth knowledge of certain parts and also insights into current research and development. Several of BTH’s sustainability researchers participate in the teaching and the external experts contribute from their perspectives, also bringing a rich set of case studies from companies, municipalities and other organizations. The many project assignments give the students the possibility to integrate theoretical knowledge with practical skills. During the whole programme, time and support for reflection on the learning is given.

The programme is given in English.

6.3 Courses that run over two semesters

Following courses run over two semesters but will only be presented in semester 1 in the list above: SL2534 Leading in Complexity, 10 credits, SL2536 Strategic Planning for Sustainability, 7.5 credits and SL2537 Research Methodology for Sustainability, 5 credits.

7. Quality assurance

The education programme is followed up annually regarding content, design, implementation and results. This is done through two follow-up meetings, spring and autumn, where the programme manager, the faculty programme director, the deans and the deputy vice-chancellor discuss aspects and statistics of the programme.

The programme is continuously evaluated through the course evaluations of the separate courses conducted after completion of the
course, and partly by programme evaluation performed every second year. Course evaluations are reported and discussed by course managers and the head of department, and followed by discussions with the deputy vice-chancellor and the deans, and feedback is given to the students. The programme evaluation is reported and discussed by the programme manager, the faculty programme director, the deans and the deputy vice-chancellor, and feedback is given to the students. The result of course- and programme evaluations leads to the development of the programme.

The programme is connected to a Programme Board that deals with quality- and development issues. The Programme Board, or its different committees, includes external members, student representatives and alumni, who contribute to the discussion on the programme's development, quality and relevance to the labor market.

8. Student participation

Students are represented via the student union in the university’s education council, education committee, the programme council/programme committee of the education programme and when the departments decide on course descriptors. For the programme there is a programme manager who is the students’ main contact person for overall matters regarding the programme. Students are asked to participate in course- and programme evaluations, and bi-monthly check-in meetings are held with the students in the programme to obtain their views and ideas about the programme. All feedback is taken into consideration for the development of the program.

9. Research foundation

The degree programme rests on scientific grounds and proven experience. It is based on related research and generally derives from and communicates a scientific approach and working methods.

The focus of the degree programme on strategic leadership towards sustainability connects and contributes clearly to the BTH profile of “Applied IT and Innovation for Sustainable Growth” and is supported, primarily, by the research at the Department of Strategic Sustainable Development. Collaboration with other departments and other higher education institutions that conduct research that is relevant to the programme also constitutes a support.

10. Third stream activities and labor market links

BTH works actively to make its programmes lead to applicability and employability on the labor market. The courses in the degree programmes often include participation from industry and society in the form of lectures, joint projects, study visits and degree projects/independent projects that the students carry out together with external organizations. See the above for this programme.

11. Internationalization

The degree programme is carried out in accordance with the BTH internationalization policy. As the programme attracts a large number of international students, the study environment of the programme is international, with different cultures and traditions.

12. Equality and gender equality in education

BTH promotes equal opportunities for both women and men to shape society and their own lives.

A good learning environment at BTH means a stimulating, respectful and inclusive environment in which all forms of harassment, discrimination or offensive behaviour are unacceptable. Through our quality enhancement system, we work to improve and develop the learning environment of our study programmes. We have adopted a four-step systematic approach: investigate; analyse; take measures; follow up and evaluate. The work is organised within five different areas: 1) Recruitment and admission, 2) Forms of teaching and programme structure, 3) Examinations and assessments, 4) Study environment and 5) Studies and parenting. The work involves the direct encounters with our students as well as surrounding structures, systems and functions. Our procedures for creating a learning environment free from discrimination, harassment and offensive victimisation cover three aspects: promotion of equal opportunities, prevention of harassment and discrimination, and management of cases that arise.