



Socioeconomic Institute for Advanced Studies

*Pioneering Socioeconomic Solutions
& Development by Multidisciplinary Holistic Academic Programs*

(SIAS) MSc in Resilience Economy Modules Description Profile

Updated - June 2023

<http://www.sias.rw/>

Building 16, KK19 Avenue, Niboyi Sector, Kicukiro District, Kigali City, Rwanda

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Semester One

MSc in Resilience Economy

1.Module Code: RE9-01 Faculty: Socioeconomy**
2.Module Title: Introduction to Resilience Economy

3.Level: 9 Semester: One Credits: 15
4.First year of presentation: 2023, Administering Faculty: Dr Nada Trunk
5.Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	20	50
Practical classes/ Presentations/ (Module Project & Presentation)	25	35
Inspiration Labs	35	35
Self-directed study, Set reading etc. (Student case studies)	35	_____
Assignments – preparation and writing	15	15
Examination (Open Book) – Assessment	20	15
TOTAL	150	150

6.1 Brief description of aims and content

The module introduces the student to the concepts of resilience and how they affect the economic and socioeconomic development of any country or community. The module outlines the role of the resilience approaches in creating an economy driven by resilient practices.

The module shows how resilience as a basic concept and resilience economy as a developed concept helps the societies to absorb shocks and utilise crisis to exploit more hidden opportunities. The interconnectedness between the theories of resilience in classical economics and intrinsic power-driven economics are compared. The module would give case studies how resilience economy is used today in development of learning through exploration, influencing without power, and self sufficiency.

6.2. Learning Outcomes

6.2.1 General Learning Outcomes

This module focus on equipping students with the concepts of resilience economy in solving socioeconomic problems and community development. The following competencies are what the MRE program targets to build in its graduates to expand their readiness for future challenges foresighted,

- i. An in-depth knowledge of Resilience Economy theories, practices, methodologies, processes and tools.

- ii. The mindset and the competency needed to successfully carry out labs development projects across organization and communities fields.
- iii. The capacity to use resilience economy approaches in solving complex problems and developing corporate and public institutional strategies.
- iv. The mastering of the tools that would create an effective socio-economic outcome.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed all the modules of resilience economy, students should be able to:

- i. The ability to communicate effectively to promote the culture of Resilience economy, and to disseminate the practice in the public as well as the corporate spheres, by engaging with communities issues and challenges and bringing solutions for sustainable development.
- ii. To develop the capabilities of the students to effectively harness the practices of Resilience Economy with evidence-based higher quality intended learning designs.
- iii. To carry out world-class research and development in line with Resilience Economy strategic priorities which focus on applied research.
- iv. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- v. work with the employees to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- i. Spread practices of resilience and tolerance that help the communities to adapt to new conditions or ensure the transition or transformation to the new state.
- ii. Illustrate how the observations and the opportunities can create an abstract towards more resilience based solutions, despite challenges or crisis.
- iii. Critically evaluate how to deal with harsh or sudden challenges, problems, and bring from them ideas towards more stability in the community.

6.2.4 General Transferable Skills

Having successfully completed all the modules of Resilience economy programme, students should be able to:

- i. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- ii. Be Unique in research, and creativity, besides can work with diversified teams.
- iii. Demonstrate profound knowledge in the field of Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.
- iv. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

- v. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Critically Understand what it is important in about resilience economy
- b) Evaluate when and how: Resilience Economy is created.
- c) Test the best resilient models suitable for the different communities & organizational situations.
- d) Effectively illustrate creation of small resilience based models in real-life situation.
- e) Apply critical thinking in analyses and syntheses of the resilience economy models achieved and areas for improvement.

8.0 Learning and Teaching Strategy

	<i>Topics covered</i>	<i>CILOs</i>	<i>Teaching Method</i>	<i>Assessment</i>
1	<i>Introduction to resilience economy and its historical background</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing how 'Resilience Models' impact the Community Socioeconomic Development</i>	2,3,4, 6,7	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Tools of Resilience Economy</i>	7-11, 12,1 3,15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Adoption & Tolerance as Tools of Resilience</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Resilience Economy in Uncertain Times</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP core published research:

Book of Reference No 1

Buheji, M (2018) Understanding the Power of Resilience Economy: An Inter-Disciplinary Perspective to Change the World Attitude to Socio-Economic Crisis, AuthorHouse, UK.

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Buheji, M (2020) 'Visualising Resilient Communities', Authorhouse Publishing, UK. (Published in Feb). ISBN 978-1-7283-9928-7.

Book of Reference No 3

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic "Problem-Solving", AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Paper References

1. Buheji, M. (2017) Understanding Mechanisms of Resilience Economy- Live Application on a Complex Business Model. Advances in Social Sciences Research Journal, 4(14), pp. 52-64.
2. Buheji, M (2020) Forward from "Editor in Chief": Realising 'Creating Legacies' & 'Meaning of Existence' as Inspiration and Resilience Economy Concepts, International Journal of Inspiration & Resilience Economy; 4(1): 0-0.

3. Buheji, M (2019) Reviewing How ‘Creating Resilient Economies’ can Help Developing Countries in Uncertain Times, American Journal of Economics, Vol. 9, Issue 5, pp. 259-263.
4. Buheji, M (2019) Museums and its role in Resilient Creative Economy – The Canadian Experience, International Journal of Economics, Commerce and Management 7(6): 26-45.
5. Buheji, M (2019) Theories of Organisational Resilience. A book Review. International Journal of Inspiration & Resilience Economy 2019, 3(1): 33-33.
6. Buheji, M. (2018). Role of Empathetic Engineering in Building More Resilient Green Economy. Case Study on Creating Resilient Self-Sufficient Food Security Programs in Middle East. Advances in Social Sciences Research Journal, 5(3) 148-157.
7. Buheji, M. (2018) The Economics of Climate – Resilient Development – A Book Review, Applied Finance and Accounting Vol. 4, No. 2, August,
8. Buheji, M (2015) Book Review ‘Resilience’ for Andrew Zolli and Ann Healy, Journal of Inspiration Economy, Vol 2, Issue.1,

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Resilience and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:


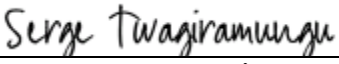
Dr. MOHAMED BUHIJJI
 Professor FAIZ Galloui
 Professor NADA Trunk
 Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE9-22* Faculty: Socioeconomy**

**2.Module Title: Observation & Opportunity
Methodologies**

3.Level: 9 Semester: One

Credits: 15

4.First year of presentation: 2023, Administering Faculty: Dr. Mohamed Buhijji

5.Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Module Presentation)	35	50
Practical classes/ Presentations/ Workshops (Discussions & Students Presentations)	25	35
Inspiration Labs (Participation in Visits and Active Contribution)	25	35
Self-directed study, Set reading etc. (Student case studies)	35	_____
Assignments – preparation and writing	10	15
Examination (Open Book) – Assessment	20	15
TOTAL	150	150

6.1 Brief description of aims and content

This module in observation and inspiration labs data collection methodology is designed to enhance the capacity of the students to discover hidden or untapped opportunities. The module shows how untapped solutions might be discovered during the exploration journey with advanced reflexivity techniques related to unexploited opportunities. The students are challenged to develop suitable observations as per the type of data collection situations that lead to effective choices and overall effectiveness in the outcome. The module is considered unique in the way observation are used during field experimentations in community development projects, which build a robust expert that have a wide range of perspectives and a holistic view of contemporary and future issues.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

- iv. Critically review the types of Observations in data collection that lead to the discovery of hidden and untapped solutions.
- v. Appreciate the advanced techniques in observation in inspiration and socioeconomic labs that help to exploit different opportunities that might come from risks and conflicts.

- vi. Review ways of associating reflexivity methodologies during the early stages of observations that would lead to effective sustainable Inspiration and Resilience Economies models.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- vii. See opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- viii. Solve, Develop, and Improve life and livelihood conditions in the communities, whether in urban or rural areas.
- ix. Use Observation & Opportunity Methodologies in eliminating socioeconomic issues as poverty, improving equality, and empowering the vulnerable.
- x. Work on creating participatory community programs in collaboration with government and NGOs.
- xi. Identify opportunities and work on improving and fostering collective strategies to maximise the successes of the management of change efforts.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. Work with the stakeholders to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.
- xiii. Illustrate how the observations and the opportunities depend on the different conditions of the field, and they play in the final outcome of socio-economic change.
- xiv. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

6.2.4 General Transferable Skills

- xv. Identify, or exploit opportunities around the problem and then analyse them to develop short- and long-term solutions.
- xvi. Be Unique in research, and creativity, besides can work with diversified teams.
- xvii. Demonstrate profound knowledge in the field of Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xviii. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Review of methods of Observation that have unique Socio-Economic influence
- b) Reviewing Structured and Unstructured Observations that lead to untapped or undiscovered (hidden) observations

- c) Experimenting with Focused Advanced techniques of Observations and field data collection
- d) Role of Observation in contemporary and future problems solving opportunities
- e) Realising the types of untapped opportunities and how the outcome should be community-driven.

8.0 Learning and Teaching Strategy

	Topics covered	MILOs	Teaching Method	Assessment
1	<i>Review of methods of Observation that have unique Socio-Economic influence</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing Structured and Unstructured Observations that lead to untapped or undiscovered (hidden) observations</i>	2,3,4,6, 7	<i>Lecture/ Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experimenting with Focused Advanced techniques of Observations and field data collection</i>	7-11, 12,13, 15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Role of Observation in contemporary and future problems solving opportunities</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Realising the types of untapped opportunities and how the outcome should be community-driven</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	40%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	60%	
Module Project & Presentation	35%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

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12.0 Indicative Resources

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Book of Reference No 2

Buheji, M (2016) Handbook of Inspiration Economy. Bookboon, London, UK. ISBN: 978-87-403-1318-5.

Book of Reference No 3

Buheji, M and Ahmed, D (2017) Breaking the Shield - Introduction to Inspiration Engineering (English) Archway Publishing –USA, ISBN- 978-1480848061.

Book of Reference No 4

Buheji, M; Ahmed, D (2020) ‘Covid-19 The Untapped Solutions’ Westwood Books Publishing LLC, USA. (Published in Sep 2020) ISBN- 978-1-64803-377-3

Book of Reference No 5

Buheji, M; Ahmed, D (2020) 'Covid-19 The Untapped Solutions' -Part 2, Westwood Books Publishing LLC, USA. (Published in Feb 2021)

Paper References

1. Buheji, M; Ahmed, Dunya (2020) The First Fifty – a Book of 50 (unexplored) Opportunities & Solutions Dealing with the COVID-19 Pandemic Crises. Researchgate Self-Publish, ISBN- 978-1-8383554-0-1
2. Buheji, M and Ahmed, D (2020) Foresight of Coronavirus (COVID-19) Opportunities for a Better World, American Journal of Economics; 10(2): 97-108.
3. Ahmed, D and Buheji, M (2018) Reflexivity in Applying "Inspiration Economy" Research: Changing the Game to Make the Research Groups "Researchers", International Journal of Qualitative Methods Volume 17: 1–8, SAGE Publications.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students' availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.



14.0 Module Team

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Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

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	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: RE9-12 Faculty: Socioeconomy
2.Module Title: Self-Sufficiency in Resilient Economies

3.Level: 9 Semester: Two Credits: 15
4.First year of presentation: 2024, Administering Faculty: Prof Ana Vovk
5.Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	20	50
Practical classes/ Presentations/ (Module Project & Presentation)	25	35
Inspiration Labs	35	35
Self-directed study, Set reading etc. (Student case studies)	35	_____
Assignments – preparation and writing	15	15
Examination (Open Book) – Assessment	20	15
TOTAL	150	150

6.1 Brief description of aims and content

The module focuses on the theory of (self-sufficiency) that enables economic interdependence and increases the opportunities for exploration of internal resources. The student learns about the role of self-sufficiency in the socioeconomic development and the ways of restoring flexibility. The module would discuss also the role of society in appreciating the available natural resources, which leads to (thinking abundance). The module reviews and examines examples of improving living standards compared to limited capital, especially in rural areas. The theory contributes to building equality in economic affairs as well as the stability of international and community relations. The student will have the opportunity to explore and get acquainted closely with how to build self-sufficiency in his society as a flexible economic practice that contributes to the development of societies and ensures their sustainability.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The students of this module will have acquired the following learning and experience:

- i. Critically Understand what it is important in about Self-Sufficiency
- ii. Evaluate when and how: Self-Sufficiency is created.
- iii. Test the Self-Sufficient models suitable for the different communities & organizational situations.
- iv. Effectively illustrate creation of small Self-Sufficient based models in real-life situation.

- v. Apply critical thinking in analyses and syntheses of the Self-Sufficiency models achieved and areas for improvement.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed all the modules of resilience economy, students should be able to:

- vi. see opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- vii. Solve, Develop, Improve life and livelihoods conditions in the communities, whether in urban or rural areas.
- viii. Specialise in eliminating poverty, improving equality, and empower the vulnerable.
- ix. Work on creating participatory community programs in collaboration with government and NGOs.
- x. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- xi. work with the employees to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. Develop awareness about the importance of Self-Sufficiency to improve the capacity of the culture to adapt or coop to new conditions or ensure the transition or transformation to the new state.
- xiii. Illustrate how optimize Self-Sufficiency using the observations and the opportunities that come with the different conditions that conflicts, crisis, disasters brings and how they all play enhancing the final outcome of targeted socio-economic change.
- xiv. Critically evaluate the readiness of the targeted community about its capacity to face challenges, problems from multiple sources and perspectives that would lead to more self-sustenance and self-sufficiency.

6.2.4 General Transferable Skills

Having successfully completed all the modules of Resilience economy programme, students should be able to:

- xv. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- xvi. Be Unique in research, and creativity, besides can work with diversified teams.
- xvii. Demonstrate profound knowledge in the field of Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xviii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

- xix. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Introduction to Self-Sufficiency and its historical background
- b) Reviewing how 'Self-Sufficiency' impact the Community Socioeconomic Development
- c) Tools of Self-Sufficiency
- d) Adoption & Tolerance as Tools of Self-Sufficiency
- e) Self-Sufficiency in Uncertain Times

8.0 Learning and Teaching Strategy

	<i>Topics covered</i>	<i>CILOs</i>	<i>Teaching Method</i>	<i>Assessment</i>
1	<i>Introduction to Self-Sufficiency and its historical background</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing how 'Self-Sufficiency' impact the Community Socioeconomic Development</i>	2,3,4,6,7	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Tools of Self-Sufficiency</i>	1,2	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Adoption & Tolerance as Tools of Self-Sufficiency</i>	2,3,4,6,7	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Self-Sufficiency in Uncertain Times</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

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Students Case Studies		
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Paper References

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- Buheji, M (2020) Self-Sufficiency Network for Addressing & Responding to COVID-19 & New Normal Issues, Global Self-Sufficiency Network Webinar 17 May, 2020.
- Buheji, M; Vovk Korže, A; Eidan, S; Abdulkareem, T; Perepelkin, N; Mavric, B; Preis, J; Bartula, M; Ahmed, D; Buheji, A; Chetiayein, T; Awad, Y; Beka, G; Kakoty, P; Das, R (2020) Global Self-Sufficiency Network-A Collaborative Approach for

- Addressing Post-COVID-19 Challenges. Business and Economic Research, 10 (3): 1-22.
- Buheji, M; Vovk Korže, A; Eidan, S; Abdulkareem, T; Perepelkin, N; Mavric, B; Preis, J; Bartula, M; Ahmed, D; Buheji, A; Chetiayein, T; Beka, G; Kakoty, P; Das, R (2020) Optimising Pandemic Response through Self-Sufficiency - A Review Paper, American Journal of Economics 2020, 10(5): 277-283.
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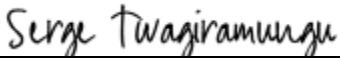
Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board)
Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE9-25* Faculty: Socioeconomy**
2.Module Title: Research Methodology

3.Level: 9 Semester: One Credits: 15
4.First year of presentation: 2023, Administering Faculty: Dr Sylvestre MUNYENGABE
5.Pre-requisite or co-requisite modules: None

6.0Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Module Presentation)	35	50
Practical classes/ Presentations/ Workshops (Discussions & Students Presentations)	25	35
Inspiration Labs (Participation in Visits and Active Contribution)	25	35
Self-directed study, Set reading etc. (Student case studies)	35	_____
Assignments – preparation and writing	10	15
Examination (Open Book) – Assessment	20	15
TOTAL	150	150

6.1 Brief description of aims and content

The module focus on how identify the type of global research suitable for the world and the community development. The student would apply the research tools that would help to bring effective solutions to both rural and urban developments. The research driven projects depending on the type of communities subjects would address the development solutions. The student would get to realize how to optimize the advanced research techniques to correct, prevent or foresight complex problems or theorize new formulas for inspiration economy that help generalize conclusions.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The students of this module will have acquired the following learning and experience:

- i. Critically Understand Research Methodologies and how it can be used at different stages.
- ii. Realise why community development research is important towards establishing ‘live models’
- iii. Evaluate through Research when and how: rural and urban development are created.
- iv. How to mobilise through research different realized, or untapped community assets.
- v. Effectively illustrate the creation of community engagement and development in a real-life situation.

- vi. Apply critical thinking in analyses and syntheses of the community engagement and development in the different inspiration Economy model achieved and areas for improvement.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- vii. Apply Research Methodologies towards solving socioeconomic;
- viii. Solve, Develop, Improve communities challenges through using Research Methodologies.
- ix. Specialise in Research Methodologies that help to investigate and eliminate socioeconomic problems.
- x. Use Research Methodologies to identify the opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- xi. Work on adapting Research Methodologies that help in the transition or the transformation towards the required goals.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. Work with other researchers to construct research plan till publication.
- xiii. Adapt to new arising challenges during the research journey
- xiv. Put a transformation plan exploit the outcomes from the research study conducted.
- xv. Synthesise ideas, opportunities and observations that come from other similar research and come up with new holistic research proposals.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xvi. Identify, or exploit Research Methodologies around the problem and then to analyse them to develop short- and long-term solutions.
- xvii. Be Unique in research, and creativity, besides can work with diversified teams.
- xviii. Demonstrate profound knowledge in the field of Inspiration Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xix. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xx. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions after using Research Methodologies.

7.0 Indicative Content

- a) Review the variety of community research tools used in inspiration economy and other similar social sciences
- b) Reviewing advanced research tools that would help to identify community development challenges and issues'

- c) Experimenting Research methodologies suitability as per type of problem and type of community
- d) Researching using community assets and its historical profile
- e) Techniques that enhance the publication of research projects

8.0 Learning and Teaching Strategy

	Topics covered	MILOs	Teaching Method	Assessment
1	<i>Review the variety of community research tools used in inspiration economy and other similar social sciences</i>	1,2	Lecture/ Discussion	Active Participation
2	<i>Reviewing advanced research tools that would help to identify community development challenges and issues'</i>	2,3,4,6, 7	Lecture/ Case Studies, Students Presentations & Discussion	Assignment #1
3	<i>Experimenting Research methodologies suitability as per type of problem and type of community</i>	7-11, 12,13, 15	Lecture/ Discussion/ Projects/ Case Study	Case #1 Inception of Module Project
4	<i>Researching using community assets and its historical profile</i>	16-18	Research Analysis Application	Research & Active Participation
5	<i>Techniques that enhance the publication of research projects</i>	19-20	Lecture/ Students Presentations, Discussion	Project Continuation

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M and Ahmed, D (2017) Breaking the Shield, - Introduction to Inspiration Engineering (English) Archway Publishing –USA, ISBN- 978-1480848061.

Book of Reference No 2

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Paper References

1. Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, Issues in Social Science, Vol. 7, No. 1, pp. 1-11.
2. Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, Issues in Social Science, Vol. 7, No. 1, pp. 1-11.
3. Buheji, M (2020) Socio-Economic Projects Spillovers and Their Influence on Communities Development, Review of European Studies; Vol. 12, No. 1, p. 47-54.
4. Buheji, M. (2018) Recognising Lives around Socio-Economies? – Foreword, International Journal of Inspiration & Resilience Economy, 2(2): 0-0

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.

- c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:



Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



Semester Two

MSc in Resilience Economy

1.Module Code: RE9-01 B* Faculty: Socioeconomy
2.Module Title: Psychology and Resilience Economy

3.Level: 9 Semester: Two

Credits: 15

4.First year of presentation: 2023 , Administering Faculty: TBA

5.Pre-requisite or co-requisite modules: Introduction to Resilience Economy (RE9-01) **

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	20	50
Practical classes/ Presentations/ (Module Project & Presentation)	25	35
Inspiration Labs	35	35
Self-directed study, Set reading etc. (Student case studies)	35	_____
Assignments – preparation and writing	15	15
Examination (Open Book) – Assessment	20	15
TOTAL	150	150

6.1 Brief description of aims and content

The module targets to establish linkage between the concepts of resilience economy and psychology. The students would study how the mindset of resilience, tolerance can build hardiness in both the individual and the community, including the organisation they belong to.

The impact of the resilience economy practices is measured to show the students the effectiveness of the mindset (which is a collection of assumptions, behaviours, attitudes and reflections) on the total the socioeconomic status and communities development. The module presents the main guidelines of what and how to build resilience practices that lead to different socioeconomic change taking the psychological human factors into consideration.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

- i. The graduates at the end of the module will have acquired the necessary learning and experience that intellectually and pragmatically equip them to:
- ii. Critically Understand how the brain, the heart and the human mindset work
- iii. Review the positive psychology in the last decades and what its relation to the inspiration economy projects.
- iv. Realise how to excite or change the mindset of the resilience project stakeholders and maintain their sustained inspiration.

- v. Effectively illustrate how the inspired mindset can be a source for differentiation for the project outcome.
- vi. Utilise modern tools and methods that help to sustain the mindset development and engagement with socio-economic projects.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed all the modules of resilience economy, students should be able to:

- vii. see opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- viii. Solve, Develop, Improve life and livelihoods conditions in the communities, whether in urban or rural areas.
- ix. Specialise in eliminating poverty, improving equality, and empower the vulnerable.
- x. Work on creating participatory community programs in collaboration with government and NGOs.
- xi. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- xii. Work with the employees to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xiii. Work with the stakeholders to improve the Tolerance psychology of the community and the targeted organisations, besides adapting to new conditions or ensure the transition or transformation to the new state.
- xiv. Illustrate how the observations and the opportunities could be used for the benefit of preparing the community to coming challenges.
- xv. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

6.2.4 General Transferable Skills

Having successfully completed all the modules of Resilience economy programme, students should be able to:

- xvi. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- xvii. Be Unique in research, and creativity, besides can work with diversified teams.
- xviii. Demonstrate profound knowledge in the field of Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xix. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

- xx. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Introduction to the human physiology and constructs of the Inspiring Mindset
- b) Reviewing the history of positive psychology and its concentration on the mindset
- c) Problem Solving and the Role of the Mindset
- d) Researching how to Create Community Development by changing the Mindset
- e) Identifying Cases where the mindset made a difference in Socio-economies

8.0 Learning and Teaching Strategy

	<i>Topics covered</i>	<i>CILOs</i>	<i>Teaching Method</i>	<i>Assessment</i>
1	<i>Introduction to the human physiology and constructs of the Inspiring Mindset</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing the history of positive psychology and its concentration on the mindset</i>	2,3,4,6,7	<i>Lecture/ Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Problem Solving and the Role of the Mindset</i>	7-11, 12,13, 15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how can Create Community Development by changing the Mindset</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Identifying Cases where the mindset made a difference in Socio-economies</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation

- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Textbook(s):

Book of Reference No 1

Buheji, M (2019) Designing a Curious Life, AuthorHouse, UK. ISBN- 9781728386171

Book of Reference No 2

Buheji, M (2016) Handbook of Inspiration Economy. Bookboon, London, UK. ISBN: 978-87-403-13185.

Book of Reference No 3

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Paper References

1. Buheji, M and Jahrami, H (2020) Analysing Hardiness Resilience In Covid-19 Pandemic - Using Factor Analysis International Journal of Management (Ijm) Volume 11, Issue 10, Oct 2020, pp. 802-815.
2. Buheji, M; Jahrami, H; Dhahi, A (2020) Minimising Stress Exposure During Pandemics Similar to COVID-19, International Journal of Psychology and Behavioral Sciences, Vol. 10 No. 1, pp. 9-16.

3. da Silva, M; Rocha, R; Buheji, M; Jahrami, H and Cunha, K (2020) A systematic review of the prevalence of anxiety symptoms during coronavirus epidemics, *Journal of Health Psychology*, pp. 1 –11
4. Ebrahim A, Saif Z, Buheji M, AlBasri N, Al-Husaini F, Jahrami H. (2020) COVID-19 Information-Seeking Behavior and Anxiety Symptoms among Parents. *OSP Journal of Health Care and Medicine*, 1(1): 1-9
5. Buheji, M; Hassani, S; Ebrahim, A; Cunha, C; Jahrami, H; Baloshi, M; Hubail, S (2020) Children and Coping During COVID-19: A Scoping Review of Bio-Psychosocial Factors. *International Journal of Applied Psychology*, 10(1): 8-15.
6. Buheji, M (2020) Psychological Resilience and Poor Communities Coping with COVID-19 Pandemic, *International Journal of Psychology and Behavioral Sciences*, Vol. 10 No. 4, pp. 100-108.
7. Buheji, M (2020) Fluid Thinking for Ageing Parents – Compensating the Psychological Risks of COVID-19 Pandemic Using Gamification, *International Journal of Psychology and Behavioral Sciences*, Vol. 10 No. 4, pp. 93-99.
8. Buheji, M (2020) Optimising ‘Moments of Pauses’ – A Reflections from COVID-19 Pandemic, *International Journal of Psychology and Behavioral Sciences*, Vol. 10 No. 4, 2020, pp. 85-92.
9. Buheji, M; Ahmed, Dunya and Jahrami, H (2020) Living Uncertainty in the New Normal, *International Journal of Applied Psychology*; 10(2): 21-31.
10. Buheji, M and Buheji, A (2020) Intelligent Living with ‘Ageing Parents’ During COVID-19 Pandemic. *International Journal of Psychology and Behavioral Sciences*; 10(3): 76-83.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Exerts from Lifelong Learning Books would be used for discussion during the class.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:


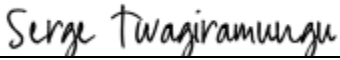
Dr. MOHAMED Buhijji
 Professor FAIZ Galloui
 Professor NADA Trunk
 Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
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Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE9-22 B* Faculty: Socioeconomy**
2.Module Title: Currency of Visualization & Curiosity

3. Level: 9 Semester: Two Credits: 15
4.First year of presentation: 2024, Administering Faculty: Dr Mohamed Buhijji

5.Pre-requisite or co-requisite modules: Observation & Opportunities Methodologies (IE9-22)***

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Module Presentation)	35	50
Practical classes/ Presentations/ Workshops (Discussions & Students Presentations)	25	35
Inspiration Labs (Participation in Visits and Active Contribution)	25	35
Self-directed study, Set reading etc. (Student case studies)	35	_____
Assignments – preparation and writing	10	15
Examination (Open Book) – Assessment	20	15
TOTAL	150	150

6.1 Brief description of aims and content

This module focus on the economic instability and the way to deal with increase of uncertainty in all the issues of socio-economy and the need for the diversification of currencies that help human beings’ development. The students would be challenged for the what and the why to create ‘inspiration-based economy currency’ and how it is linked to the overall performance effectiveness. The module bring the importance of visualisation and utilisation of curiosity that create a transformation from traditional thinking to more of a transitional thinking.

The students would be introduced to the concept and practice of visioneering in IE. Different models and theories of business models will be reviewed, presented and assessed. The module outlines the challenges and opportunities of visioneering and how it impacts change.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

- i. Critically Understand the importance of visualisation in building inspiration economy business models.
- ii. Use of curiosity to identify and evaluate when and how to visualise solutions.

- iii. Test the currency of curiosity in conditions and the resources of the beneficiaries in the different communities through referring back to visualized outcome.
- iv. Effectively illustrate the role of curiosity and visualisation in the creation of small business models in real-life situation.
- v. Apply critical thinking in analyses and syntheses of the Inspiration Economy business model achieved and areas for improvement.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed all the modules of inspiration economy, students should be able to:

- i. See Currency of Visualization & Curiosity to identify opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- ii. Solve, Develop, Improve life and livelihoods conditions in the communities, whether in urban or rural areas through Currency of Visualization & Curiosity.
- iii. Use Currency of Visualization & Curiosity in eliminating poverty, improving equality, and empower the vulnerable.
- iv. Work on creating participatory community programs in collaboration with government and NGOs.
- v. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- vi. Adapt new conditions that Currency of Visualization & Curiosity could bring in creating transitions or transformations to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- vii. Communicate the type of visualization according to the type of problem
- viii. Optimise the currency of curiosity and its role in creating the necessary transition or transformation to targeted state.
- ix. Illustrate how the observations and the opportunities could be enhanced by the type of visualisation and curiosity, and how they all play a role in the final outcome towards the socio-economic change.
- x. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xi. Identify, or exploit opportunities around the problem using Currency of Visualization & Curiosity.
- xii. Demonstrate profound knowledge in optimising Currency of Visualization & Curiosity and its related practice while applying its relevant theoretical and practical frameworks.

- xiii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xiv. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Introduction to the types of visualised business models that leads to the differentiation of inspiration based outcomes.
- b) Reviewing how Curiosity build better solutions through effective visualisation approaches.
- c) Experimenting in the field of how to create successful 'Business models' in the visualised communities outcome
- d) Researching how can curiosity currencies could be maintained & developed for specific case studies

8.0 Learning and Teaching Strategy

	Topics covered	MILOs	Teaching Method	Assessment
1	<i>Introduction to the types of business models and the differentiation of inspiration based busienss models</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing how Inspiration Economy Business Models are created through visualisation</i>	2,3,4,6,7	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experimenting in the field of how to create successful 'Business models' in the visualised communities outcome</i>	7-11, 12,13,15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how can Inspiration Business Models could be maintained & developed for specific case studies</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Creating Future inpiring communitiy Business Models through project Presentation</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

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Book of Reference No 2

Buheji, M and Ahmed, D (2019) The Defiance - A Socio-Economic Problem Solving (Edited Book), AuthorHouse, UK. ISBN: 978-1-7283-8869-4.

Book of Reference No 3

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Book of Reference No 4

Buheji, M and Ahmed, D (2022) Purposeful Curiosity, (Arabic Book) Self Published.

Paper References

1. Buheji, M (2019) Enhancing Human Capacity. Curiosity as an Example, International Journal of Inspiration & Resilience Economy 2019, 3(1): 0-0
2. Buheji, M (2020) Optimising the 'Economics of Curiosity' for Better Future Foresight. Tracking how Curiosity Can Solve Future Socio-Economic Challenges. American Journal of Economics, 10(1): 21-28.
3. Buheji, M and Buheji, A (2022) Visualising Aging Parents & their Close Carers Life Journey in Aging Economy, International Journal of Management (IJM), 13(7), pp. 20-23.
4. Buheji, M (2020) 'Visualising Resilient Communities', Authorhouse Publishing, UK. (Published in Feb).
5. ISBN 978-1-7283-9928-7.
6. Buheji, M (2019) Influence of visualised reflection on 'solving socio-economic problems' - a case from youth economy forums, Int. J. Innovation and Learning, 25 (1), pp. 1-16.
7. Buheji, M and Ahmed, D (2018) Book Review - Capturing the Innovation Opportunity Space Creating Business Models with New Forms of Innovation, International Journal of Inspiration & Resilience Economy 2018, 2(1): 30-30.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

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Dr. MOHAMED BUHIJJI
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE9-26* Faculty: Socioeconomy**
2.Module Title: Economics of Change Management

3.Level: 9 Semester: Two Credits: 15

4.First year of presentation: 2024, Administering Faculty: Prof Asm Shahabuddin

5.Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Module Presentation)	35	50
Practical classes/ Presentations/ Workshops (Discussions & Students Presentations)	25	35
Inspiration Labs (Participation in Visits and Active Contribution)	25	35
Self-directed study, Set reading etc. (Student case studies)	35	_____
Assignments – preparation and writing	10	15
Examination (Open Book) – Assessment	20	15
TOTAL	150	150

6.1 Brief description of aims and content

This module emphasises the application of change management in inspiration economy and complex problems solving projects. Students would be expected to apply different Change Management techniques to different socio-economic or communities or organization situations. The process of managing change is discussed thoroughly in the class to create sustainable influence or outcomes. The student would apply change management on life projects and would analyse their successes and failures towards creating sustainable outcome.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The students of this module will have acquired the following learning and experience:

- i. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- ii. Critically realise the applications of change management & management of change in inspiration economy projects
- iii. Evaluate the change management in the projects of inspiration economy and their influence in the sustenance of outcome.
- iv. Appreciate the difference between the change management models and what is suitable for the beneficiaries in the different communities & organizational situations.

- v. Review case studies of change management models in complex challenging situation.
- vi. Apply critical thinking in analyses and syntheses of the application of the Inspiration Economy model achieved through change management stories.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- vii. See how to use change management models to exploit opportunities inside contemporary and future challenges;
- viii. See the impact of Change in Solving, Developing, Improving life and livelihoods conditions in the communities, whether in urban or rural areas.
- ix. Understand the role of change in eliminating poverty, improving equality, and empower the vulnerable.
- x. Work on creating participatory community programs in collaboration with government and NGOs.
- xi. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- xii. work with the stakeholders to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xix. Work with the stakeholders to improve the culture and adapt to new conditions or ensure the transition or transformation to the new state.
- xx. Illustrate how the observations and the opportunities can lead to change, and they play in the final outcome of socio-economic change.
- xxi. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations and how to lead transformation through using holistic thinking.

6.2.4 General Transferable Skills

- xiii. Identify, or exploit opportunities around the problem using change management models.
- xiv. Be Unique in creativity through using change management models.
- xv. Demonstrate profound knowledge in change management models and how it is related to Inspiration Economy frameworks.
- xvi. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations using change management models.
- xvii. Creatively and systematically address complex socioeconomic issues and using change management models.

7.0 Indicative Content

- i. Introduction to change management and management of change applications
- ii. Organizing for Change Applications
- iii. Experimenting with change Metrics and Motivating for Change

- iv. Researching how communities can reach Innovation and Learning
- v. Utilising Agility to sustain change in live inspiration Projects

8.0 Learning and Teaching Strategy

	Topics covered	MILOs	Teaching Method	Assessment
1	<i>Introduction to change management and management of change applications</i>	1,2	Lecture/ Discussion	Active Participation
2	<i>Organizing for Change Applications</i>	2,3,4,6,7	Lecture/ Case Studies, Students Presentations & Discussion	Assignment #1
3	<i>Experimenting with change Metrics and Motivating for Change</i>	7-11, 12,13, 15	Lecture/ Discussion/ Projects/ Case Study	Case #1 Inception of Module Project
4	<i>Researching how communities can reach Innovation and Learning</i>	16-18	Research Analysis Application	Research & Active Participation
5	<i>Utilising Agility to sustain change in live inspiration Projects</i>	19-20	Lecture/ Students Presentations, Discussion	Project Continuation

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	

Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M; Ahmed, D (2020) 'Covid-19 The Untapped Solutions', Westwood Books Publishing LLC, USA. ISBN- 978-1-64803-377-3.

Book of Reference No 2

Buheji, M and Ahmed, D (2019) The Defiance - A Socio-Economic Problem Solving (Edited Book), AuthorHouse, UK. ISBN: 978-1-7283-8869-4.

Book of Reference No 3

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic "Problem-Solving", AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Book of Reference No 4

Buheji, M and Ahmed, D (2019) The Intent – Shaping the future of Poverty Economy, AuthorHouse, UK. ISBN- 9781728392455.

Paper References

1. Buheji, M. (2018) Foreword – 'Youth Role in Transforming Change towards a better World', International Journal of Youth Economy 2(2),I-II.
2. Buheji, M (2018) Understanding the Power of Resilience Economy: An Inter-Disciplinary Perspective to Change the World Attitude to Socio-Economic Crisis, AuthorHouse, UK.
3. Buheji, M (2023) Reviewing the Impact of 'Entrepreneurship as A Social Change', International Journal of Management (IJM), 14(3), 2023, pp. 58-63.
4. Buheji, M (2020) Foresighting Economic Spillovers Towards Transformative Change, Issues in Social Science, Vol. 8, No. 1, pp. 1-8.

5. Buheji, M. (2018) Foreword – ‘Youth Role in Transforming Change towards a better World’, International Journal of Youth Economy 2(2),I-II.
6. Buheji, M (2018) Understanding the Power of Resilience Economy: An Inter-Disciplinary Perspective to Change the World Attitude to Socio-Economic Crisis, AuthorHouse, UK.
7. ISBN- 978-1546286677
8. Buheji, M (2020) Foresighting Economic Spillovers Towards Transformative Change, Issues in Social Science, Vol. 8, No. 1, pp. 1-8.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration and Resilience and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:


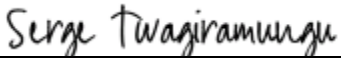
Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE9-25 B Faculty: Socioeconomy**

2.Module Title: Socioeconomy & Community Development

3.Level: 9 Semester: One Credits: 15

4.First year of presentation: 2023, Administering Faculty: Dr Mohamed Buhijji

5.Pre-requisite or co-requisite modules: Research Methodology(IE9-25) ***

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	20	50
Practical classes/ Presentations/ (Module Project & Presentation)	25	35
Inspiration Labs	35	35
Self-directed study, Set reading etc. (Student case studies)	35	_____
Assignments – preparation and writing	15	15
Examination (Open Book) – Assessment	20	15
TOTAL	150	150

6.1 Brief description of aims and content

The module help the student to explore community issues as it will expose them to essential characteristics and features of ‘relations among community members’ and between ‘inspiration economy’ and ‘resilience economy’ development expert and ‘community structures.’ The module would focus on relations with different NGOs and community leaders, including youth and women.

The projects within the module focus on models that would create impact that leads to the communities development. The students are expected to explain how human relations in their project was taken care of, since Resilience Economy focus on socio-economic development. Hence, ‘culture’, the ‘socialisation process’, ‘group dynamics’, ‘conflict management’ and behavioural science are the main constructs of the module. The assessment of the module would depend on the capacity of the students on ‘development interventions’ that would create an outcome or a positive economic behaviour.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The graduates at the end of the module will have acquired the necessary learning and experience that intellectually and pragmatically equip them with for bringing experts in the field of inspiration, problem-solving and community development. The following

competencies are what the module targets to build in its graduates to expand their readiness for future challenges foresighted

- i. Critically understand the meaning of community development as per resilience economy
- ii. Evaluate when and how: Communities Development is created.
- iii. How to create different communities according to different situations.
- iv. Effectively illustrate real-life situations that lead to community development.
- v. Apply critical thinking in analyses and syntheses on the different types of community development achieved.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed all the modules of resilience economy, students should be able to:

- vi. see opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- vii. Solve, Develop, Improve life and livelihoods conditions in the communities, whether in urban or rural areas.
- viii. Specialise in eliminating poverty, improving equality, and empower the vulnerable.
- ix. Work on creating participatory community programs in collaboration with government and NGOs.
- x. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- xi. Work with the employees to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. Ensure the transition or transformation to improve the community development.
- xiii. Illustrate how the observations and the opportunities lead to community development.
- xiv. To synthesise and critically evaluate community challenges from different perspectives.

6.2.4 General Transferable Skills

Having successfully completed all the modules of Resilience economy programme, students should be able to:

- xv. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.

- xvi. Be Unique in research, and creativity, besides can work with diversified teams.
- xvii. Demonstrate profound knowledge in the field of Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xviii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xix. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Introduction to the meaning of community development in both Inspiration & Resilience Economy
- b) Reviewing how Inspiration & Resilience Economy Models lead to community development
- c) Experimenting in the field of how to create successful community development stories (Inspiration & Resilience Lab)
- d) Researching how Inspiration & Resilience Economy Experts can maintain and develop communities
- e) Creating Projects of Communities Development
- f) Critically Understand the meaning of community development as per resilience economy
- g) Evaluate when and how: Communities Development is created.
- h) How to create different communities according to different situations.
- i) Effectively illustrate real-life situations that lead to community development.
- j) Apply critical thinking in analyses and syntheses on the different types of community development achieved

8.0 Learning and Teaching Strategy

	Topics covered	MILOs	Teaching Method	Assessment
1	<i>Introduction to the meaning of community development in both Inspiration & Resilience Economy</i>	1,2	Lecture/ Discussion	Active Participation
2	<i>Reviewing how Inspiration & Resilience Economy Models lead to community development</i>	2,3,4,6, 7	Lecture/ Case Studies, Students Presentations & Discussion	Assignment #1
3	<i>Experimenting in the field of how to create successful community development stories (Inspiration & Resilience Lab)</i>	7-11, 12,13, 15	Lecture/ Discussion/ Projects/ Case Study	Case #1 Inception of Module Project
4	<i>Researching how can Inspiration & Resilience Economy Experts can maintain and develop communities</i>	16-18	Research Analysis Application	Research & Active Participation
5	<i>Creating Projects of Communities Development</i>	19-20	Lecture/ Students Presentations, Discussion	Project Continuation

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6

Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Book of Reference No 2

Buheji, M (2020) ‘Visualising Resilient Communities’, Authorhouse Publishing, UK. ISBN 978-1-7283-9928-7.

Paper References

5. Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, Issues in Social Science, Vol. 7, No. 1, pp. 1-11.
6. Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, Issues in Social Science, Vol. 7, No. 1, pp. 1-11.
7. Buheji, M (2020) Socio-Economic Projects Spillovers and Their Influence on Communities Development, Review of European Studies; Vol. 12, No. 1, p. 47-54.
8. Buheji, M. (2018) Recognising Lives around Socio-Economies? – Foreword, International Journal of Inspiration & Resilience Economy, 2(2): 0-0

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):



- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students' availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.

14.0 Module Team (Teaching faculty who will offer the module)
Teaching team is mentioned tentatively in File Number (34) which is titles
SIAS Semesters Modules & Staff Plan – They would be trained and
supported:



Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email:
buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



Semester Three

MSc in Resilience Economy

1.Module Code: RE9-10 Faculty: Socioeconomy
2.Module Title: Resilience Strategies & Best Practices

3-Level: 9 Semester: Two Credits: 15

4-First year of presentation: 2024, Administering Faculty: Dr. Mohamed Buhijji

5- Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	20	50
Practical classes/ Presentations/ (Module Project & Presentation)	25	35
Inspiration Labs	35	35
Self-directed study, Set reading etc. (Student case studies)	35	_____
Assignments – preparation and writing	15	15
Examination (Open Book) – Assessment	20	15
TOTAL	150	150

6.1 Brief description of aims and content

The module focuses on methods of strategic deployment of resilience and the adaptations of such projects, in a way that ensures achieving their impact, consistency, sustainability, efficiency and effectiveness. The module also focuses on short- and long-term initiatives and projects that are based on partnership and initiative. Here, students will learn about the specificity of resilience strategies and their methodologies that help achieve best practices in maintaining and advancing the socioeconomic development. Students will also learn through case studies the methodology of risk management in resilience projects and the practices of creating sustainability even in times of crisis.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The students of this module will have acquired the following learning and experience:

- i. Critically Understand the meaning of community development as per resilience economy
- ii. Evaluate when and how: Communities Development is created.
- iii. How to create different communities according to different situations.
- iv. Effectively illustrate real-life situations that lead to community development.
- v. Apply critical thinking in analyses and syntheses on the different types of community development achieved.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed all the modules of resilience economy, students should be able to:

- vi. see opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- vii. Solve, Develop, Improve life and livelihoods conditions in the communities, whether in urban or rural areas.
- viii. Specialise in eliminating poverty, improving equality, and empower the vulnerable.
- ix. Work on creating participatory community programs in collaboration with government and NGOs.
- x. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- xi. work with the employees to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. Disseminates of resilience strategies to prepare the communities or the organisations to adapt to new or coming challenges and ensure the transition or transformation to the new state.
- xiii. Utilise the collection of observations and the opportunities to create resilient strategies that bring final outcome of socio-economic change.
- xiv. Synthesis and critically evaluate the resilience strategies and their capacity to handle the current or future challenges, or problems, from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

6.2.4 General Transferable Skills

Having successfully completed all the modules of Resilience economy programme, students should be able to:

- xv. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- xvi. Be Unique in research, and creativity, besides can work with diversified teams.
- xvii. Demonstrate profound knowledge in the field of Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xviii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xix. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Introduction to the meaning of community development in both Inspiration & Resilience Economy
- b) Reviewing how Inspiration & Resilience Economy Models lead to community development
- c) Experimenting in the field of how to create successful community development stories (Inspiration & Resilience Lab)
- d) Researching how can Inspiration & Resilience Economy Experts can maintain and develop communities
- e) Creating Projects of Communities Development

8.0 Learning and Teaching Strategy

<i>Month</i>	<i>Topics covered</i>	<i>CILOs</i>	<i>Teaching Method</i>	<i>Assessment</i>
1	<i>Introduction to the meaning of community development in both Inspiration & Resilience Economy</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing how Inspiration & Resilience Economy Models lead to community development</i>	2,3,4,6,7	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experimenting in the field of how to create successful community development stories (Inspiration & Resilience Lab)</i>	7-11, 12,13, 15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how can Inspiration & Resilience Economy Experts can maintain and develop communities</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Creating Projects of Communities Development</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution

- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Book of Reference No 2

Buheji, M (2020) ‘Visualising Resilient Communities’, Authorhouse Publishing, UK. ISBN 978-1-7283-9928-7.

Paper References

- Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, Issues in Social Science, Vol. 7, No. 1, pp. 1-11.
- Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, Issues in Social Science, Vol. 7, No. 1, pp. 1-11.
- Buheji, M (2020) Socio-Economic Projects Spillovers and Their Influence on Communities Development, Review of European Studies; Vol. 12, No. 1, p. 47-54.

- Buheji, M. (2018) Recognising Lives around Socio-Economies? – Foreword, International Journal of Inspiration & Resilience Economy, 2(2): 0-0
- Buheji, M (2019) Shaping Future Type of Poverty - The Foresight of Future Socio-economic Problems & Solutions - Taking Poverty as a Context- Beyond 2030, American Journal of Economics, 9(3): 106-117.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- Additional required materials will be provided throughout this module in a soft copy.
- Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- Case Studies of both Resilience and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:



Dr. MOHAMED Buhijji
 Professor FAIZ Galloui
 Professor NADA Trunk
 Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE9-21 Faculty: Socioeconomy**
2Module Title: Case Studies Writing

3.Level: 9 Semester: Three Credits: 15

4.First year of presentation: 2024, Administering Faculty: Dr Sylvestre MUNYENGABE

5.Pre-requisite or co-requisite modules: IE9-22-C

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	20	50
Practical classes/ Presentations/ (Module Project & Presentation)	25	35
Inspiration Labs	35	35
Self-directed study, Set reading etc. (Student case studies)	35	_____
Assignments – preparation and writing	15	15
Examination (Open Book) – Assessment	20	15
TOTAL	150	150

6.1 Brief description of aims and content

The student would learn in this module how to capture the proper inputs about the socio-economic problem and describe the conditions of the problem. The module focus on building the competency of writing papers, and projects case studies. The background of the problem and its current or the future challenge help the student to appreciate and describe the solution. The module starts from the stage of writing project proposals, to how to prepare project that would create an inspiring story and legacy.

6.2 Learning Outcomes

6.2.1 General Learning Outcomes

The students of this module will have acquired the following learning and experience:

- i. Critically Use Advanced research tools that would help to identify community development challenges and issues’
- ii. Evaluate through Research methodologies suitable to the geography, situation, time and whether it is rural and urban areas.
- iii. Exploit untapped community assets through advanced data analysis and synthesis.
- iv. Effectively illustrate how community focused research would lead to sustained development.
- v. Apply Techniques that enhance the publication of the research project and engage the communities

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed all the modules of resilience economy, students should be able to:

- vi. see opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- vii. Solve, Develop, Improve life and livelihoods conditions in the communities, whether in urban or rural areas.
- viii. Specialise in eliminating poverty, improving equality, and empower the vulnerable.
- ix. Work on creating participatory community programs in collaboration with government and NGOs.
- x. Identify opportunities and work on improving or fostering collective strategies to maximise the successes from the management of change efforts.
- xi. work with the employees to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. Organise case studies that reflect the inspiration economy projects.
- xiii. Illustrate how the observations and the opportunities can be written in the case studies.
- xiv. To synthesise and critically evaluate the case studies and show in it the type of challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives.

6.2.4 General Transferable Skills

Having successfully completed all the modules of Resilience economy programme, students should be able to:

- xv. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- xvi. Be Unique in research, and creativity, besides can work with diversified teams.
- xvii. Demonstrate profound knowledge in the field of Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xviii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xix. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- ✓ Introduction to the types of case studies and case studies writing
- ✓ Reviewing Case Studies of Inspiration Economy and categorization of their types
- ✓ Experimenting with Case Study Writing and the necessary mindset
- ✓ Analyse the case study and investigate areas for improvement

- ✓ Creating Case Studies that present the Inspiration Economy Models

8.0 Learning and Teaching Strategy

Month	Topics covered	MILOs	Teaching Method	Assessment
1	Introduction to the types of case studies and case studies writing	1,2	Lecture/ Discussion	Active Participation
2	Reviewing Case Studies of Inspiration Economy and categorization of their types	2,3,4,6, 7	Lecture/ Students Presentations & Discussion	Assignment #1
3	Experimenting with Case Study Writing and the necessary mindset	7-11, 12,13, 15	Lecture/ Discussion/ Projects/ Case Study	Case #1 Inception of Module Project
4	Analyse the case study and investigate areas for improvement	16-18	Research Analysis Application	Research & Active Participation
5	Creating Case Studies that present the Inspiration Economy Models	19-20	Lecture/ Students Presentations, Discussion	Project Continuation

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		

Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M and Ahmed, D (2017) Breaking the Shield, - Introduction to Inspiration Engineering (English) Archway Publishing -USA, ISBN- 978-1480848061.

Book of Reference No 2

Buheji, M and Ahmed, D (2019) The Defiance - A Socio-Economic Problem Solving (Edited Book), AuthorHouse, UK. ISBN: 978-1-7283-8869-4.

Book of Reference No 3

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic "Problem-Solving", AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Paper References

1. Buheji, M (2019) 'The Trust Project' Building better accessibility to Healthcare Services through Behavioural Economics and Inspiration Labs, International Journal of Economics, Commerce and Management, United Kingdom, 7(2): 526-535.
2. Buheji, M. (2018) "Influencing without Power" Currency in Inspiration Labs—A Case Study of Hospital Emergency Beds. American Journal of Industrial and Business Management, Vol. 8, pp. 207-220.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Resilience and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:



Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE9-26 B* Faculty: Socioeconomy**
2.Module Title: Future Studies in Socio-Economic Solutions

3.Level: 9 Semester: Three Credits: 15

4.First year of presentation: 2024, Administering Faculty: Dr Mohamed Buhijji

5.Pre-requisite or co-requisite modules: Economics of Change Management (IE9-26) ***

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Module Presentation)	35	50
Practical classes/ Presentations/ Workshops (Discussions & Students Presentations)	25	35
Inspiration Labs (Participation in Visits and Active Contribution)	25	35
Self-directed study, Set reading etc. (Student case studies)	35	_____
Assignments – preparation and writing	10	15
Examination (Open Book) – Assessment	20	15
TOTAL	150	150

6.1 Brief description of aims and content

The module illustrates the importance of futures studies as a systematic study of the possible, the probable and the preferable futures. It is a module that gives overall worldviews that underlie different types of future. The module transforms the student to deal with future as a tool for mapping the alternative solutions and also in shaping desired futures thus helping to focus on what create new contribution to world. In work in the work on the module would drive the student to embrace futures studies to reduce risk or negative futures, particularly in socio-economic situations through seeing alternative futures that are tackled with leadership teams that deal with the big picture. Therefore, the subject focuses on the potential near- or long-term future and to bring more creative solutions for them. The student would learn how to collect data and observation about future coming trends and then how to associate them so that to avoid sudden disruptions in the community or to the socio-economic setting. The module would focus on controlling the future through analysing and linking what's possible for the community life and livelihood. The module is full of practice of futures thinking, and it can be developed and applied. The students would be more competent to spot opportunities for innovation and niches of creativity faster. It pushes the students to be pioneers of the future, instead of letting the future design their fate. The faculty would work on developing a more future-oriented mindsets that make positive changes in their own life, as well as in their surroundings.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The students of this module will have acquired the following learning and experience:

- i. Critically learn the importance of future studies in solving complex socio-economic problem and how it helps to spot new opportunities for innovation and creativity.
- ii. Evaluate possible future and when and how the economy would be more effective if certain solutions are taken from the present.
- iii. Gain Insight into the most important new technologies, global events and big ideas that are already shaping the future.
- iv. Effectively illustrate creation of future models in real-life situation and how they enhance problem solving.
- v. Apply critical thinking in analyses and syntheses of the future Inspiration models that could be achieved.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- vi. See opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- vii. Solve, Develop, Improve life and livelihoods conditions in the communities, through futures studies.
- viii. Specialise in futures studies that help in eliminating poverty, improving equality, and empower the vulnerable.
- ix. Work on creating futures studies that help develop participatory community programs in collaboration with government and NGOs.
- x. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- xi. Ensure the transition or transformation to the new state by using futures studies.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. Work on making future studies establish a culture that lead proper transition or transformation to the targeted new state.
- xiii. Illustrate how to utilise future studies to support the observations and the opportunities to bring more socio-economic development.
- xiv. Evaluate future studied problems, ideas, opportunities and observations from multiple sources and from different perspectives.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xv. Identify, or exploit opportunities around the futures studies problems and then to analyse them to develop short- and long-term solutions.

- xvi. Be Unique in futures studies research, and creativity, besides can work with diversified teams.
- xvii. Demonstrate profound knowledge in the field of Inspiration Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xviii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xix. Creatively and systematically address futures complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- i. *Introduction to the Future Studies and there importance to exploring opportunities or reduce risks*
- ii. *Reviewing how creative solutions were retrieved from future studies*
- iii. *Experimenting with future solutions examples that could create realised developments*
- iv. *Researching how can Inspiration Economy Experts could benefit from strategic studies to bring lasting outcomes*
- v. *Creating Future Studies that would bring practical solutions and defined projects to the local community*

8.0 Learning and Teaching Strategy

	Topics covered	MILOs	Teaching Method	Assessment
1	<i>Introduction to the Future Studies and there importance to exploring opportunities or reduce risks</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing how creative solutions were retrieved from future studies</i>	2,3,4,6,7	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experimenting with future solutions examples that could create realised developments</i>	7-11, 12,13, 15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how can Inspiration Economy Experts could benefit from strategic studies to bring lasting outcomes</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Creating Future Studies that would bring practical solutions and defined projects to the local community</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M and Sisk, S (2020) You and The New Normal, AuthorHouse, UK.
ISBN- 978-1-7283-5339-5

Book of Reference No 2

Buheji, M (2020) Insights - Thoughts Pioneering the Future of Our Socio-Economies, especially post-COVID-19 pandemic. Researchgate Self-Publish, (Published in Sep). ISBN- 978-1-8383554-1-8

Book of Reference No 3

Buheji, M (2020) 'Visualising Resilient Communities', Authorhouse Publishing, UK. (Published in Feb). ISBN 978-1-7283-9928-7.

Book of Reference No 4

Buheji, M and Ahmed, D (2019) The Intent – Shaping the future of Poverty Economy, AuthorHouse, UK. ISBN- 9781728392455

Book of Reference No 5

Buheji, M and Ahmed, D (2019) The Youthineering- 'New Perspectives on Youth Economy' (Edited Book), AuthorHouse Publishing, UK. (Published in Oct, 2019). ISBN: 978-1-7283-9471-8.

Paper References

1. in the New Normal (Describing a New Generation), Human Systems Management, 39 (4), p. 495–510.
2. Buheji, M (2020) Future Foresight of Post COVID-19 Generations, International Journal of Youth Economy Vol. 4, No. 1, pp. I-III
3. Buheji, M (2020) Stopping Future COVID-19 Like Pandemics from the Source- A Socio-Economic Perspective 'Re-inventing Zoonotic Virus Foodborne Diseases Inspection', American Journal of Economics, 10(3): 115-125.
4. Buheji, M (2020) Optimising the 'Economics of Curiosity' for Better Future Foresight. Tracking how Curiosity Can Solve Future Socio-Economic Challenges. American Journal of Economics, 10(1): 21-28.
5. Buheji, M (2020) Creating Innovation Policies that Leads to Positive Future Spillovers -A Critical Review, Business and Economic Research ISSN 2162-4860, Vol. 10, No. 1, p. 176-181.
6. Buheji, M (2019) Reviewing Implications of "Behavioural Economics" on Our Future Life, Issues in Social Science, Vol.7, No.3, pp. 9-17.
7. Buheji, M (2019) Discovering Pathways for Eliminating NEET and Youth Future Type of Poverty, International Journal of Human Resource Studies ISSN 2162-3058 2019, Vol. 9, No. 3, pp.320-340.
8. Buheji, M (2019) Shaping Future Type of Poverty - The Foresight of Future Socio-economic Problems & Solutions - Taking Poverty as a Context- Beyond 2030, American Journal of Economics, 9(3): 106-117.
9. Buheji, M and Ahmed, D (2019) The Secrets and Future of Global Cities, A Book Review, Journal of Social Science Studies, 6(1), pp. 124-127.
10. Buheji, M (2018) Practices of Future Foresight in Management of Non-Communicable Diseases -An Early Attempt towards Focusing on 'Foresight

Economy' Labs. Advances in Social Sciences Research Journal. Vol.5, No.4, pp. 344-355.

11. Buheji, M and Ahmed, D (2016) Currency of Inspiration Economy - Forecasting the future. MakeLearn Joint International Conference on "Management, Knowledge and Learning", Timisoara, Romania 25-28 May.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:



Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE9-24* Faculty: Socioeconomy**

2.Module Title: Entrepreneurial Strategies

3.Level: 9 Semester: Three Credits: 15

4.First year of presentation: 2024, Administering Faculty: Dr Mohamed Buhijji

5.Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Module Presentation)	35	50
Practical classes/ Presentations/ Workshops (Discussions & Students Presentations)	25	35
Inspiration Labs (Participation in Visits and Active Contribution)	25	35
Self-directed study, Set reading etc. (Student case studies)	35	_____
Assignments – preparation and writing	10	15
Examination (Open Book) – Assessment	20	15
TOTAL	150	150

1.0 Brief description of aims and content

The module incorporates the strategic plans for distant future of pioneering a field and setting entrepreneurial change that impact the future. The module reviews the interconnectedness between inspiration and entrepreneurial economy plans and the impact that builds interests and privileges. The students will learn about the entrepreneurial activities that have inspired those how learned from mistakes and manage to build new pathways for the future. The students will combine the theoretical and practical learning with field visits that would help them to develop the suitable projects. Success stories would be shared and will be evaluated during various pauses in the classroom.

6.2 Learning Outcomes

6.2.1 General Learning Outcomes

The students of this module will have acquired the following learning and experience:

- i. Realizing the role of entrepreneurship strategies in stabilizing the social and inspiration economy
- ii. Assessing when and how: The economy of inspiration integrates with entrepreneurship.
- iii. Learn how to improve models of inspiration through entrepreneurship.
- iv. Realizing the role of entrepreneurship in sustaining inspiring projects.
- v. Apply critical thinking in analyses and syntheses of the Inspiration Economy on Entrepreneurial Strategies.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

- vi. See opportunities through entrepreneurial change inside contemporary and future challenges, using lots of positive psychology techniques;
- vii. Solve, Develop, Improve life and livelihoods conditions through entrepreneurial change in the communities.
- viii. Bring in entrepreneurial change in eliminating poverty, improving equality, and empower the vulnerable.
- ix. Work in developing entrepreneurial change that leads to participatory community programs in collaboration with government and NGOs.
- x. Identify opportunities and work on improving of fostering collective entrepreneurial strategies to maximise the successes from the management of change efforts.
- xi. Work with the employees to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. Utilise Entrepreneurial Strategies to improve the conditions or ensure the transition or transformation to the new state.
- xiii. Illustrate how the observations and the opportunities can help to develop further entrepreneurial strategies and create a differentiate outcome.
- xiv. Use Entrepreneurial Strategies to synthesise and critically evaluate challenges.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xv. Identify, or exploit opportunities around the entrepreneurial change.
- xvi. Be Unique in entrepreneurial change research, and creativity, besides can work with diversified teams.
- xvii. Demonstrate profound knowledge in the field of entrepreneurial change and its related practice while applying its relevant theoretical and practical frameworks.
- xviii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xix. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions using entrepreneurial strategies.

7.0 Indicative Content

- i. Introduction to types of entrepreneurship strategies
- ii. Integration Mechanisms of Inspiration Economy Models with Entrepreneurial Strategies
- iii. Experiences in the use of entrepreneurship or its plans in the target communities

- iv. Researching how inspiring economists benefit from entrepreneurship
- v. Models of creating entrepreneurship projects affecting the social economy

8.0 Learning and Teaching Strategy

	Topics covered	MILOs	Teaching Method	Assessment
1	<i>Introduction to types of entrepreneurship strategies</i>	1,2	Lecture/ Discussion	Active Participation
2	<i>Integration Mechanisms of Inspiration Economy Models with Entrepreneurial Strategies</i>	2,3,4,6,7	Lecture/ Case Studies, Students Presentations & Discussion	Assignment #1
3	<i>Experiences in the use of entrepreneurship or its plans in the target communities</i>	7-11, 12,13,15	Lecture/ Discussion/ Projects/ Case Study	Case #1 Inception of Module Project
4	<i>Researching how inspiring economists benefit from entrepreneurship</i>	16-18	Research Analysis Application	Research & Active Participation
5	<i>Models of creating entrepreneurship projects affecting the social economy</i>	19-20	Lecture/ Students Presentations, Discussion	Project Continuation & Publishing Paper

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	

Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

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12.0 Indicative Resources

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Book of Reference No 5

Brewer, J and Gibson, S (2016) Institutional Case Studies on Necessity Entrepreneurship. Edward Elgar, UK

Paper References

- Buheji, M (2023) Reviewing the Impact of 'Entrepreneurship as A Social Change', International Journal of Management (IJM), 14(3), 2023, pp. 58-63.

- Buheji, M (2021) Optimising ‘Entrepreneurial Behaviour’ for COVID-19 Pandemic Spillovers through Master Program in Inspiration Economy Constructs, *International Journal of Management (IJM)*, 12(5), 2021, pp. 194-201.
- Buheji, M (2020) Geographic Influence on Innovation and Entrepreneurship Spillovers, *Research in Business and Management*, Vol.7, No.2 , pp.1-5.
- Buheji, M (2019) Understanding the Economics of Problem-Solving. A Longitudinal Review of the Economic Influence of Inspiration Labs- Three Years Journey on Socio-Economic Solutions. *American Journal of Economics* 2019, 9(2): 79-85
- Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, *Issues in Social Science*, Vol. 7, No. 1, pp. 1-11.
- Buheji, M (2019) Reviewing Implications “Poverty and Entrepreneurship in Developed and Developing Economies”, *American Journal of Economics*, 9(5): pp. 268-271.
- Buheji, M (2019) Social Innovation and Sustainable Entrepreneurship, A Book-Review, *American Journal of Economics*, 9(3): 154-156.
- Buheji, M. (2018) Book Review- “Understanding Necessity Entrepreneurship”, A Reflection on Book Review: “Institutional Case Studies on Necessity Entrepreneurship”, *Issues in Social Science*, Vol. 5, No. 2. pp. 54-60.
- Buheji, M. (2018) Book Review- Entrepreneurial Neighbourhoods Towards an Understanding of the Economies of Neighbourhoods and Communities, *Journal of Social Science Studies*, Vol. 5, No. 2, pp. 207-209.
- Buheji, M (2019) Shaping Future Type of Poverty - The Foresight of Future Socio-economic Problems & Solutions - Taking Poverty as a Context- Beyond 2030, *American Journal of Economics*, 9(3): 106-117.
- Gibb, A. (2002). In pursuit of a new ‘enterprise’ and ‘entrepreneurship’ paradigm for learning, creative destruction, new values, new ways of doing things and new combinations of knowledge. *International Journal of Management Reviews*, 4(3), 213–231.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
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- c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.



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Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

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	Signature 	
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	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
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ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



Semester Four

MSc in Resilience Economy

1. Module Code: IE9-26 Faculty: Socioeconomy
2. Module Title: MSc Graduation Project - Thesis of MSc of Resilience Economy (RE9-29)*

3. Level: 9 Semester: Four Credits: 30
4. First year of presentation: 2024, Administering Faculty: Dr Dunya Ahmed
5. Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Student hours allocation	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	25	40
Practical classes/ Presentations/ (Module Project & Presentation)	25	40
Inspiration Labs (Project Hubs)	90	50
Self-directed study, Set reading etc. (Student case studies)	20	
Writing a Paper (preparation and writing)	40	20
Dissertation & Viva	100	150
TOTAL	300	300

6.1 Brief description of aims and content

The module incorporates how Resilience labs or projects help in creating impacts and then influence the targeted community. Students will work together with the module mentor towards creating labs as part of conducting research in the pRE9-selected organisations. This final MSc in RE module will provide students with an interdisciplinary framework for exploring how to incorporate projects with actual live labs. Then the module would help the students debate issues related to the Resilience labs and how to turn them into case studies that can be publicised.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The students of this module will have acquired the following learning and experience:

- i. Critically Understand why Resilience labs is important for graduation
- ii. Evaluate when and how: Resilience Economy Labs are created.
- iii. Test the different Resilience lab suitable for the beneficiaries in the different communities & organizational situations.
- iv. Effectively illustrate creation of Resilience labs in real-life situation.
- v. Apply critical thinking in analyses and syntheses of the Resilience Economy Labs.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed all the modules of resilience economy, students should be able to:

- i. see opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- ii. Solve, Develop, Improve life and livelihoods conditions in the communities, whether in urban or rural areas.
- iii. Specialise in eliminating poverty, improving equality, and empower the vulnerable.
- iv. Work on creating participatory community programs in collaboration with government and NGOs.
- v. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- vi. work with the employees to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- vii. Work with the stakeholders to improve the tolerance and resilience absorption in the targeted communities and raise their capacity to adapt to new conditions or ensure the transition or transformation to the new state.
- viii. Illustrate how the observations and the opportunities could play a role in creating the final outcome of socio-economic tolerance and positive change.
- ix. Synthesise and critically evaluate the conflicts and challenges, and turn them to be a source of holistic thinking.

6.2.4 General Transferable Skills

Having successfully completed all the modules of Resilience economy programme, students should be able to:

- x. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- xi. Be Unique in research, and creativity, besides can work with diversified teams.
- xii. Demonstrate profound knowledge in the field of Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xiii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xiv. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Introduction to Resilience Lab and its historical background
- b) Reviewing how Resilience Economy Labs are created
- c) Experimenting in the field of how to create successful Resilience Labs' in the targeted communities
- d) Researching how can Resilience Labs can maintain and develop current 'live models'
- e) Creating Project Outcome

8.0 Learning and Teaching Strategy

	Topics covered	CILOs	Teaching Method	Assessment
1	<i>Introduction to Resilience Lab and its historical background</i>	1,2	Lecture/ Discussion	Active Participation
2	<i>Reviewing how Resilience Economy Labs are created</i>	2,3,4,6,7	Lecture/ Case Studies, Students Presentations & Discussion	Assignment #1
3	<i>Experimenting in the field of how to create successful Resilience Labs' in the targeted communities</i>	7-11, 12,13, 15	Lecture/ Discussion/ Projects/ Case Study	Case #1 Inception of Module Project
4	<i>Researching how can Resilience Labs can maintain and develop current 'live models'</i>	16-18	Research Analysis Application	Research & Active Participation
5	<i>Creating Project Outcome</i>	19-20	Lecture/ Students Presentations, Discussion	Project Continuation

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		

Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Book of Reference No 2

Buheji, M and Ahmed, D (2017) Breaking the Shield - Introduction to Inspiration Engineering (English) Archway Publishing -USA, ISBN- 978-1480848061.

Book of Reference No 2

Buheji, M; Ahmed, D (2020) ‘Covid-19 The Untapped Solutions’, Westwood Books Publishing LLC, USA. ISBN- 978-1-64803-377-3

Paper References

- Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, Issues in Social Science, Vol. 7, No. 1, pp. 1-11.
- Buheji, M (2019) Understanding the Economics of Problem-Solving. A Longitudinal Review of the Economic Influence of Resilience Labs- Three Years Journey on Socio-Economic Solutions. American Journal of Economics 2019, 9(2): 79-85
- Buheji, M (2019) ‘The Trust Project’ Building better accessibility to Healthcare Services through Behavioural Economics and Resilience Labs, International Journal of Economics, Commerce and Management, United Kingdom, 7(2): 526-535.
- Buheji, M (2017) Understanding Problem-Solving in Resilience Labs, American Journal of Industrial and Business Management, 7, pp. 771-784,
- Buheji, M. (2018) “Influencing without Power” Currency in
- Resilience Labs – A Case Study of Hospital Emergency Beds. American Journal of Industrial and Business Management, Vol. 8, pp. 207-220.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Resilience and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:


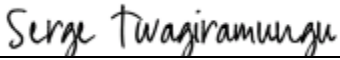
Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	




VERSION CONTROL

Version Number	3
Prepared by	Dr. Mohamed Buhijji
Version Reference number	SP/MSc-RE3/2022
Description	SIAS–MSc in Resilience Economy Modules Description Profile
Policy owner	Social-Economic Institute for Advanced Studies (SIAS)
Responsible division	Quality Assurance Coordinator & SIAS Council
Internally validated	Yes
Date of Internal Validation	1/11/2022
Approved by	SIAS Governance & Advisory Board (GAP)
Dates of approval & Update	18/12/2022 and 1/5/2023 and 15/6/2023
Amendments	2
Proposed Review date	2024
Web address of this policy	www.sias.rw

APPROVAL FORM

Checked by:

Signature:



DR. Donya Ahmed
Vice Chancellor
Socioeconomic Institute for Advanced Studies

Approved by:

Signature:



DR. Mohamed Buhijji
Founder & Chairman of the Board of Trustees
Socioeconomic Institute for Advanced Studies

