



# Pioneering Socioeconomic Solutions & Development

**Module Code: IE10-37\***

**Module Title: Community & Sustainable Development**

**Faculty: Socioeconomy**

**Level: 10 Semester: Two**

**Credits: 20**

**First year of presentation: 2024**

**Administering Faculty: Dr Mohamed Buhijji**

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

## 1.0 Allocation of study and teaching hours

| Student hours allocation   | Student Hours | Staff hours |
|--|---------------|-------------|
| <b>Lectures</b> (Taking Discussion Notes, Participation in Visits and Active Contribution) | <b>80</b>     | <b>160</b>  |
| <b>Practical classes/ Presentations/</b><br>(Module Project & Presentation)                | <b>35</b>     | <b>20</b>   |
| <b>Inspiration Labs (Project Hubs)</b>   | <b>35</b>     | <b>20</b>   |
| <b>Self-directed study, Set reading etc.</b> (Student case studies)                        | <b>15</b>     | -           |
| <b>Assignments – preparation and writing</b>   | <b>15</b>     | <b>10</b>   |
| <b>Examination (Open Book) – Assessment</b>  | <b>20</b>     | <b>10</b>   |
| <b>TOTAL</b>   | <b>200</b>    | <b>220</b>  |

## 2.0 Brief description of aims and content

This subject lays down the integration between the United Nations Sustainable Development Goals (UN-SGDs) that bring together concrete targets for the benefit of people, communities, planet that prosperity in one side and the concept of inspiration related economies. The module encourages bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path. Traditionally viewed through the lens of three core elements— social inclusion, economic growth, and environmental protection—the concept of sustainable development in this module brings a richer meaning that help bring creative solutions while adopting the UN-SGDs 2030 Agenda.

The module would cover the three main dimensions of any sustainable economic development policy: the social, the economic, and the environmental consequences generated and carried forward with the relevant partnerships and effective implementation. The students would explore the interface between environmental and socio-economic aspects to ensure sustainable development is considered in all policy and problem-solving approaches. The class would cover the techniques of analysis that help to improve critical thinking and problem solving skills in relation to sustainable development and lead to social transformation.

## 3.0 Learning Outcomes

### 3.1 Knowledge and Understanding



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

- i. Critically Understand the meaning of community development as per inspiration and resilience economy
- ii. Evaluate when and how: Communities Development is created through Sustainable Development.
- iii. How to create different communities according to different Sustainable Development 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.

### **3.2 Cognitive/Intellectual skills/Application of Knowledge**

- i. See opportunities inside contemporary and future challenges towards Sustainable Development;
- ii. Solve, Develop, Improve Sustainable Development in the communities, whether in urban or rural areas.
- iii. Realise Sustainable Development approaches eliminating poverty, improving equality, and empower the vulnerable.
- iv. Work on creating participatory community programs in collaboration with government and NGOs.
- v. Identify opportunities of Sustainable Development fostering collective strategies to maximise the successes from the management of change efforts.
- vi. 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.

### **3.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills**

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

- i. Improve the community outreach for SDGs projects.
- ii. Illustrate the role of SDGs in identifying the priorities of observations and the opportunities.
- iii. To synthesise and critically evaluate the sustainable development projects
- iv. Identify the sustainable development challenges, problems, ideas, opportunities and observations from multiple sources.

### **3.4 General Transferable Skills**

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

- v. Identify, or exploit opportunities around Sustainable Development.
- vi. Be Unique in research, and creativity, besides can work with diversified teams.
- vii. Demonstrate profound knowledge in the field of Inspiration and Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.
- viii. 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.



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- ix. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions that support Sustainable Development.

## 4.0 Indicative Content

- a) Introduction to the sustainable development paradigms in contrast to the dominant economic paradigm
- b) Reviewing how sustainable development goals, as actionable and achievable
- c) Experimenting with substantive knowledge about the Agenda in its breadth and depth as key to realising the Sustainable Development Goals
- d) tools in the field
- e) Researching how can Inspiration Economy Experts can develop SDGs 'live models' that can influence the community agenda achievements
- f) Creating sustainable Projects focused on community development

## 5.0 Learning and Teaching Strategy

|   | <b>Topics covered</b>  | <b>CILOs</b> | <b>Teaching Method</b>  | <b>Assessment</b>                          |
|---|--|--------------|---|--|
| 1 | <i>Introduction to the sustainable development paradigms in contrast to the dominant economic paradigm</i>   | i.<br>ii.    | <i>Lecture/<br/>Discussion</i>  | <i>Active Participation</i>                |
| 2 | <i>Reviewing how sustainable development goals, as actionable and achievable</i>   | iii.<br>iv.  | <i>Lecture/ Case Studies,<br/>Students Presentations &amp; Discussion</i> | <i>Assignment #1</i>                       |
| 3 | <i>Experimenting with substantive knowledge about the Agenda in its breadth and depth as key to realising the Sustainable Development Goals tools in the field</i> | X, xi, xii,  | <i>Lecture/<br/>Discussion/<br/>Projects/<br/>Case Study</i>              | <i>Case #1 Inception of Module Project</i> |
| 4 | <i>Researching how can Inspiration Economy Experts can develop SDGs 'live models' that can influence the community agenda achievements</i>                         | Viii, xiv    | <i>Research Analysis Application</i>                                      | <i>Research &amp; Active Participation</i> |
| 5 | <i>Creating sustainable Projects focused on community development</i>  | Xv, xi,v     | <i>Lecture/<br/>Students Presentations, Discussion</i>                    | <i>Project Continuation</i>                |

**Open Book Exam**

## 6.0 Assessment Strategy

- Taking Discussion Notes,



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

## 7.0 Assessment Pattern

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

## 8.0 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.

## 9.0 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) 'Visualising Resilient Communities', Authorhouse Publishing, UK.  
ISBN 978-1-7283-9928-7.

### Book of Reference No 3

Buheji, M (2018) *Understanding the Power of Resilience Economy: An Inter-Disciplinary Perspective to Change the World Attitude to Socio-Economic Crisis*, AuthorHouse, UK. ISBN- 978-1546286677

### Book of Reference No 4



# *Pioneering Socioeconomic Solutions & Development*

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

## Paper References

1. Korze, A; Buheji, M and Davidovic, D (2021) Re-Interpretation of “Sustainability” Concept, in Post- Covid-19 Period, *International Journal of Management (IJM)*, 12(2), pp 156-165.
2. Buheji, M (2020) Mitigating the Tsunami of COVID-19 through Sustainable Traceability, *Public Health Research*, Vol. 10 No. 1, 2020, pp. 21-33.
3. Buheji, M (2019) Social Innovation and Sustainable Entrepreneurship, A Book-Review, *American Journal of Economics*, 9(3): 154-156.
4. Buheji, M (2020) Coronavirus as a Global Complex Problem Looking for Resilient Solutions, *Business Management and Strategy*, Vol. 11, No. 1, 94-109.
5. 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.
6. 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.
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. (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.

## **10.0 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.

## **11.0 Module Team**

**To be announced once HEC give provisional approval**

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](mailto:buhejim@gmail.com)



# Pioneering Socioeconomic Solutions & Development

## UNIT APPROVAL

| Faculty  | Dean /Director   | Date |
|----------|--|------|
| <b>1</b> | Signature  |      |
|          | 1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)                                   |      |
|          | Signature  |      |
|          | 2. Mr. ....(Director Quality Assurance SIAS)<br>To be recruited once HEC grant provisional approval for SIAS |      |
| <b>2</b> | Signature  |      |
|          | 3.Prof. Dunya Ahmed ( Vice-Chancellor SIAS)  |      |
|          | Signature  |      |

## Seen and noted

|                                     |  |  |
|-------------------------------------|--|--|
| <b>Library</b>                      | Signature  |  |
|                                     | Print Name<br>Pending Recruitment after HEC approval |  |
| <b>ICT</b>                          | Signature  |  |
|                                     | Print Name<br>Pending Recruitment after HEC approval |  |
|                                     | Signature  |  |
|                                     | Print Name<br>Pending Recruitment after HEC approval |  |
|                                     | Signature  |  |
| <b>VRAF (Director Finance) SIAS</b> | Signature  |  |
|                                     | Print Name<br>Pending Recruitment after HEC approval |  |





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