UNIVERSIDAD DEL PACÍFICO

Format to prepare the syllabus of courses for the international week

The purpose of this document is to complete the information for the preparation of the syllabus of courses for the international week in the empty boxes.

Please complete the following mandatory fields requested in each of the boxes below:

I. General Information

Complete the following general information:

Name of the course:

Global Sustainability – Compliance Business

Teacher's name:

Fernanda Nan

II. Introduction

Describe briefly, simply and synthetically what the course consists of and its formative scope. To do so, indicate what the course offers or provides to the student, mentioning its practical and theoretical usefulness.

Reference example:

The Introduction to Engineering course provides a fundamental exploration of basic engineering principles and their application in various fields. Students will be introduced to essential engineering concepts, including methods of problem solving, design, analysis and optimization. The roles and responsibilities of engineers in today's society as well as the various branches of engineering and their practical applications will be examined. In addition, the ethical, environmental and social challenges facing engineering in the 21st century will be highlighted. This course will provide students with a solid foundation for exploring future careers in engineering and understanding its impact on the world around us.

Type the course introduction in the following box:

The course **Global Compliance - Sustainability Business** provides a reflection about the current sustainability agenda and the challenges its presents for businesses in the future. In addition, students are expected to gather a practical toolkit that may draw on the assess materiality concerns and develop sustainability initiatives for business, within an international scope, as well as to assess ESG Compliance innovation opportunities. Develop the capabilities of students to be generators of sustainable value for business and society and to work for an inclusive and sustainable global economy. Engage in conceptual and empirical research that advances the understanding about the role, dynamics, and impact of corporations on the creation of sustainable social, environmental and economic value.

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Interact with managers to extend the knowledge of their challenges in meeting their governance, compliance, social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Facilitate and support dialog and debate among educators, firms, government, consumers, media, civil society organizations and other stakeholders on critical issues related to global sustainability, governance and compliance.

We would approach the importance of ensuring that a Quality Management System is integrated into the organization business processes to assure quality and reduce risks in order to ensure sustainability as a whole; beyond certifications.

Ethical, Governance, Compliance, environmental and social challenges facing the engineering world will be highlighted.

This course provide a solid foundation for exploring future pathways in engineering and understanding its impact, ensuring compliance to international standards.

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III. Final Learning Achievement of the Course

The final learning achievement is a precise and assessable statement of what a student is expected to be able to do at the end of the course. They are essential for guiding the teaching process, assessing student progress, and verifying the acquisition and application of knowledge.

To develop the learning achievement of the course, consider the following elements to develop the final learning achievement of the course:

Time	Subject	Observable action / Output	Criteria
When?	**Who?**	**What will he/she do?**	**How will he/she do it?**
At the end of the course	*the student*	*support an improvement proposal for the problem identified in a business model. They will turn in a group project written assignment and final oral presentation where the rest colleagues, with diverse hats, would do technical and professional questions.*	*Learning by doing through the relevant use of the concepts, methods, techniques and tools learned during the course.* *It is projected a PLE (Project Learning Experience) where students place themselves in the role of sustainability leaders.* *· Discussion Forum:* *There will be assigned topics to discuss. It gives an opportunity to observe student`s reaction to the course material. Almost all the discussion forums (in Moodle and in class) are designed to practice critical-thinking skills on current topics concerning sustainability and business.* *Sustainability Strategy Assessment, and consultancy assignment.* *– Mapping companies' impact* *CSR practice involves mapping social and environmental impacts using materiality assessments and sustainability matrices.*

Reference example:

At the end of the course, the student will support an improvement proposal for the problems identified in a business model through the relevant use of the concepts, methods, techniques and tools learned in the course.

Write the final achievement of the course in the following box:

At the end of the course, students present their own project in groups and the rest listen and do key questions under diverse hats. We do a Role Play based in Public Audience, Investors, Shareholders, Stakeholders, Mayors, Public Officials, International Certifications, Competitors, etc.

Students are going to understand the importance of maintaining a proactive approach in ensuring that a Quality Management System is integrated into the organization business processes to assure quality and reduce risks in order to ensure sustainability.

The seminar prepares students in the functioning of global standards as part of trade agreements of the World Trade Organization. Students will learn about industry standards, disciplines, methods, and good practices across the whole spectrum of business functions and production activities, and will understand the value of certifications within industry.

Analysis of the relevance and relationship with the QMS (Quality Management System). Implementation Process. International real cases.

IV. Learning Units

In this section **the final learning achievement of the course** is moved and the **thematic contents** and the activities and evaluations that will be developed are indicated.

Reference example of a learning unit:

Learning Unit 1: Business organization
Unit Learning Achievement: *Upon completion of learning unit 1, the student will describe the business organization considering the type, mission and vision of the business, as well as the type of organization.* ***Contents:*** ● *Business Engineering Model and Information Engineering. Engineering model, its fundamental axes, processes, technology and projects.* ● *The enterprise as a production system; its parts and the relationship with its environment.* ● *Classification and types of enterprises: manufacturing production and service enterprises.* ● VOLUNTARY SUSTAINABILITY STANDARDS, TRADE AND SUSTAINABLE DEVELOPMENT. ***Activities and evaluations:*** ● *Debate – Forums – Learning by Doing – Individual & collaborative* ● *Presentations –* ● ***Active learning, independent research*** ● ***Complete written assignment, Ppt presentations and final project.*** ● ***Complete evaluation forms:*** ● ***Working in groups of 5, sometimes on teams, and sometimes as committees or boards making decisions and strategizing. As we progress the scenarios will become more complex and much more challenging—but fun and engaging as well.*** ● ● ***Guest speakers will also join us, sharing their experience for live discussion.*** ● ***Case discussions will be complemented by readings and lectures that shall help students***

Now, type the name of the course after "Learning Unit 1". Also, move the final learning achievement of the course under "Unit Learning Achievement", the contents to be worked on during the week as well as the activities and evaluations to be developed.

Learning unit 1:
Unit Learning Achievement:

Contents:

- ESG – Sustainability – Compliance – Circular Economy

Activities and evaluations:

- Test, Case Studies, Learning by doing, mock, multiple choice

V. Teaching Strategies

Th teaching strategies respond to the characteristics of the subject and the teaching methodology used by the teacher.

Below are some teaching strategies that can be selected. Write an "x" in the box corresponding to the teaching strategies you use in your course. If any of these strategies do not fit your course, add the strategy at the end of the list and describe it:

Teaching strategy	Type an x
Interactive presentation: *It consists of the explanation and demonstration of contents by the teacher, with the intervention of the students, either through questions or presentations of work prepared by the students.*	yes
Exercise and problem solving: *It consists of asking students to solve exercises and/or problems by using formulas or algorithms, applying procedures and interpreting the results.*	
Case studies: *It consists of an in-depth analysis of a fact, problem or real or hypothetical event in order to interpret it, generate hypotheses, diagnose it and solve it.*	
Group dynamics: *It consists of activities of a different nature conducted collaboratively between two or more students, whose purpose is to learn how the groups interact and thus facilitate experiential learning.*	yes
Structured debates/discussions: *It consists of moderating a systematically organized discussion of divergent opinions between two or more students on a topic or problem.*	
Role playing: *It consists of providing a real or simulated scenario in which students are required to assume fictitious or real roles with the intention that they can deploy all their abilities to resolve conflicts, as well as understand or yexperience a reality according to the role assumed.*	yes
Reflective dialogue: *It consists of the interaction of two participants who exchange ideas and opinions through a conversation with the purpose of reflecting critically and deeply on a specific topic. In this dynamic, students not only share their points of view, but are required to be open to listen and consider the other's perspective in order to build a more comprehensive understanding of the topics discussed.*	yes
Collaborative learning: *It consists of providing instructions for students in small groups to exchange information and work on a task until all participants have developed an understanding of it (not necessarily the same) and have completed it.*	
Peer learning: *It consists of promoting collaborative spaces between a pair of students who exchange their knowledge, information, experiences and problem solving, being guided by the teacher (for example: students exchange their solutions between pairs, on an activity or exercise, before the teacher presents it to everyone).*	yes

Teaching strategy	Type an x
Active learning: *It consists of encouraging students' participation and continuous reflection through activities aimed at deepening knowledge through interaction with the content, which involves the analysis and synthesis of information.*	yes
Inverted classroom: *It consists of establishing pre-class activities for the review of conceptual materials and information (e.g., through videos, infographics, readings and other didactic resources), which allows students to prepare for a practical and active classroom session through collaboration, discussion and problem solving.*	yes
Experiential learning: *It consists of developing conditions for students to experience real or simulated situations (for example: debates, national or international learning visits, immersive experiences, internships, among others) that allow them to feel or perform actions and share them with their peers to strengthen their learning.*	yes
Service learning: *It consists of preparing students to apply the contents and tools provided by the course to the real needs of the community in order to develop a sense of social responsibility and, thus, improve their environment.*	
Spaces for creation: *It consists of facilitating physical or virtual spaces for students to create projects or prototypes based on computer programs or physical tools (for example: game labs software, design software, innovation labs, 3D printers, laser cutters, among others).*	
***Design thinking*:** *It consists of the development of solutions or products focused on the needs of users, through strategies and tools (for example: empathy map, user journey, Canva, among others) that allow students to develop their empathy to understand the environment, generate ideas and solutions, as well as prototyping solutions or products that can be tested and adjusted to achieve user satisfaction.*	
Problem-based learning: *It consists of posing a complex real-world or hypothetical problem formulated by the teacher, with the intention that students (usually in groups) gather more information and analyze the problem in order to propose solutions.*	yes
Research-based learning: *It consists of connecting teaching with research through the application of scientific concepts, theories and methods in order to generate new knowledge about a particular aspect of reality or the exploration of an unknown phenomenon in order to suggest theoretical or methodological guidelines for its approach.*	
Project-based learning: *It consists of the design and development of projects (generally in groups of students) with the purpose of having the student manage a set of planned, interrelated and coordinated activities to achieve an objective within a given time frame.*	yes
Challenge-based learning: *It consists of providing a situation or general context in a social or physical environment so that students can collaboratively choose a challenge to be solved based on the learning of the contents offered by the course.*	
Gamification of learning: *It consists of developing a physical or virtual learning environment by applying the principles and elements of the game in order to encourage student motivation and participation.*	
Write other strategies not contemplated in the previous list that you need to detail:	

VI. Evaluation System

In this section, write the names of the evaluations to be used in the course in a manner consistent with the final learning achievement of the course, as well as the percentage of weighting that each type of evaluation will have in the final score, which should add up to 100%.

In order to evaluate learning, a series of activities and means are recognized that allow the collection of evidence of student performance throughout the course, for example: Group presentation, presentation, debate, dynamics, simulations, essays, final work, reports, reports, prototypes, designs, solving tasks, solving cases, program development, partial exam, final exam, graded assignments reading quizzes, self-evaluations, questionnaires, among others.

Reference example:

Considerations for evaluations

Attendance is essential for the evaluation activities to be graded.

Evaluation name	*%*	*Comments*
Exam	*20*	• *The grade is individual.* • *Practical application of theoretical content and problem solving will be evaluated.*
Debate	*10*	• *The grade is individual.* • *Participation and clarity of ideas will be evaluated.*
Presentation	*40*	• *The presentation is group based, but the grade is individual.* • *Mastery of the topic, clarity of presentation, resolution of questions, substantiation of ideas and collaboration will be evaluated.*
Final report	*30*	• *The grade is a group based.* • *Practical application of theoretical content and problem solving will be evaluated.*

Then write the considerations for the evaluations (optional), the name of the evaluations, the weighting percentage (%) and comments (optional):

Considerations for evaluations (optional)

Course Grading Composition (in %):

- Final Work, (in groups of 5 students) 10 minutes for the presentation and receive feedback from the class. (15% of the Grading).
- Written work (25% of the Grading). Tentative proposal: Sustainable Reports analysis.
-In class Reflection Assignment, (individually) (25% of the Grading). Tentative: 10 Tends
-Multiple Option Test (15%) Tentative proposal: by Kahoot
-Attendance & Participation (20% of the Grading). Students are expected to be engaged with their peers by both expressing their views and listening to others.

* This course requires a minimum level of attendance (usually 75%).

Name of evaluation	%	Comments

VII. References

This section should indicate the sources and resources of information, indicating the required and recommended readings. It is necessary to consider that this material must be available to the students and must contemplate safe and reliable links that are unlikely to change domain, for example, DOI, handle, reliable websites, etc. Likewise, avoid considering class handouts, teacher's notes, evaluations, among other teacher's own work materials that are not referenced.

Reference example:

Mandatory: list the references that you consider mandatory for the course.

Ronald, Sir (2020) Impact. Available at: https://www.responsible-investor.com/sir-ronald-cohen-s-latest-book-comes-at-the-right-time-but-risks-seeing-impact-investment-through-rose-tinted-specs/

Recommended: list the references that you consider suggested for the course.

-ANII, ANDE Impact studies – Sustainability projects to be presented

- B impact assessments

-Case Discussion: Natura &Co.: Sustainability at scale (LBS, 2021)

-CFA Society United Kingdom, ESG (2022). Glossary ESG

CFA AOS SDG-ESG Infrastructure Investment Framework Source: https://cfany.org/asset-owner-series/infrastructure-investment-framework/

https://iipphub.com/wp-content/uploads/2023/02/User-Guide -CFA-AOS-SDG-ESG-Infrastructure-Investment-Framework.pdf

-Collective Benefits, certified B Company & Interest Companies (BIC)

-Corporate Responsibility & Community Engagement

-Corporate Sustainability Reports https://corporateregister.com/

- Deloitte (2022) Risk & Compliance Journal https://deloitte.wsj.com/riskandcompliance/grid-carbon-proofing-could-save-utilities-billions-of-dollars-01648465283?mod=djemRiskCompliance

Dialogue Earth (2022). Uruguay has managed to reduce emissions from livestock production with better management practices, and is now exporting certified carbon neutral beef. Source: https://dialogue.earth/en/food/58402-farms-in-uruguay-driving-efforts-towards-carbon-neutral-beef/

-Due Diligences Sustainability

-ECLAC (n.d) "The logical Framework Matrix" Problems trees and brief narrative

summer. Jorge de la Fuente. Available in:

http://www.eclac.org/ilpes/noticias/paginas/3/34583/jdelafuente_MarcoLogico.pdf

-Ethical Energy Transition

-Fernanda Nan (2025). Green Hydrogen Roadmap

-Fernanda Nan, SOWITEC, ARPEL, LSQA materials of Sustainability. Eg. Banks and investors Sustainability DD (Due Diligences). Stakeholder Engagement templates

- Green Bonds Principles (GBP) & Social Bond Principles (SBP) Alignment: EPN 2019

-German Supply Chain, SDG N°12, "Responsible Consumption & Production"

- Genus / How to Avoid Greenwashing and Impact Washing in Your ESG Investing Strategy. Source: https://genuscap.com/how-to-avoid-greenwashing-in-your-esg-investing-strategy/

-GIZ (2024) DEPE – Business Ethics material.

-How to conduct a Materiality Assessment? https://plana.earth/academy/materiality-assessment-sustainability-strategy#double-materiality-vs-single-materiality

-IFC Manual or Guideline. Environmental, Health, and Safety Guidelineshttps://www.ifc.org/en/insights-reports/2000/general-environmental-health-and-safety-guidelines

-ISO Norms: ISO 14001- Environmental Management System; ISO 26000 CSR, ISO 53001 SDGs (under development study), ISO 30415 DEI, ISO 37001 Anticorruption Management, ISO 37301 CMS, non-certification Doc. ISO 20400 Responsible Purchasing, ISO 14007 -14808 assessing environmental costs & benefits.

-Nan, Fernanda (2023). Tendencias en legislación ambiental internacional y posicionamiento del Uruguay. Revista de Derecho, 22(43), 187-214. https://doi.org/10.47274/DERUM/43

-OCDE (2023). Management Tools for Responsible Business Conduct

-OLADE (2025). Climate Transition strategy.

Podcasts:

Volvo sustainability – Airbus

Webinars: Growing Green: Decarbonizing the Energy Sector

Sustainability and Integrated Reports: GRI, etc.

Then, write in the corresponding box the bibliographic references to be used in the course.

Mandatory: list the references that you consider mandatory for the course.

-Nan, Fernanda (2023). Tendencias en legislación ambiental internacional y posicionamiento del Uruguay. Revista de Derecho, 22(43), 187-214. https://doi.org/10.47274/DERUM/43

-OCDE (2023). Management Tools for Responsible Business Conduct

-OLADE (2025). Climate Transition strategy.

Recommended: list the references that you consider suggested for the course

German Institute for Standardization (2017). An introduction to Standardization: A practical guide for small businesses. Germany: DIN, DIHK and ZDH.
Ghial, R. (2018) Case Study on SPS measures and TBT measures in India: An Analysis. International Journal of Academic Research and Development, 3 (1) 1334- 1340.
Kellermann,M. (2019). Ensuring Quality to Gain Access to Global Markets. A Reform Toolkit. International Development in Practice. Washington, DC: World Bank; Braunschweig, Germany: Physikalisch-Technische Bundesanstalt

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