



CIFAL Newcastle - BUSN3004 Career-Ready Industry Led Project Lab



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	:	Course
	:	Newcastle , Australia
	:	24 2025 to 31 10 2025
	:	280 Hours
	:	Decentralize Cooperation Programme
	:	https://www.newcastle.edu.au/our-uni/sustainability/cifal-newcastle/
	:	US\$0.00
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	:	CIFAL Newcastle, , Ampcontrol, , Enigma, , Finance Academy Finance Essentials, , Newcastle Business School



Aligning student industry projects with sustainability goals, particularly those set out by the United Nations Sustainable Development Goals (SDGs), is vital in today's interconnected and environmentally conscious world. Here's why this alignment is crucial:

Importance of Sustainability in Student Projects:

Educational Impact: Integrating sustainability into academic projects prepares students for the complexities of modern business environments where sustainability is increasingly central to operations. It teaches them to design and implement projects that are not only economically viable but also environmentally sound and socially responsible.

Real-World Relevance: By focusing on sustainability, students tackle real-world challenges such as climate change, resource scarcity, and social inequality. This approach ensures that their academic learning is directly applicable to pressing global issues, making their education relevant and immediately useful.

Career Readiness: Employers are increasingly prioritizing sustainability in their operations and corporate values. Students trained in sustainable practices are therefore more competitive in the job market. They are seen as valuable assets who can help companies innovate and adapt to a changing regulatory and societal landscape.

Leadership Development: Projects aligned with sustainability goals foster leadership qualities among students. They learn to make decisions that consider long-term impacts, balance diverse stakeholder interests, and navigate the ethical dimensions of business practices.

Innovation and Entrepreneurship: Sustainability challenges often require innovative solutions, which can spur entrepreneurial thinking. Students are encouraged to think creatively and develop new products, services, and business models that contribute to sustainable development.

Global and Local Impact: Projects that align with SDGs contribute not only to global targets but also have local benefits. By addressing local sustainability issues, students can have a direct positive impact on their communities, enhancing their sense of responsibility and engagement.

Long-Term Mindset: Engaging with sustainability projects helps students develop a long-term perspective, crucial for planning and executing strategies that require understanding of long-term ecological and social trends.

University of Newcastle's Commitment to SDGs:

The University of Newcastle has a strong commitment to the SDGs, as evidenced by its various initiatives and strategic goals aiming for sustainability across all operations and academic programs. This institutional backing further enriches the student projects, providing them with a robust framework and resources to explore sustainability deeply.

By aligning student projects with the SDGs, the Newcastle Business School not only enhances educational experience but also contributes actively to the global effort of achieving a more sustainable future. This alignment ensures that students are not just career-ready but also equipped to be responsible leaders who prioritize sustainability in all their professional endeavors.

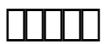


In BUSN3004: Career-Ready Industry Led Project Lab, students engage directly with real-world projects that require the application of academic knowledge to solve complex problems while designing and implementing sustainable solutions. The course provides a dynamic learning environment where students collaborate with industry partners to address genuine business challenges. This setup not only enhances their practical skills but also ingrains a deep understanding of sustainability and ethics in business practices.



On successful completion of this course, students will be able to:

1. Assess their technical skills in a professional business environment.
2. Synthesise technical skills, competencies and knowledge to improve their employability.
3. Evaluate their ethical practices and behaviours in a professional business environment.
4. Reflect on relevant individual skills and technical competencies.
5. Present a strategic career plan on relevant experience within the professional business environment.



For BUSN3004: Career-Ready Industry Led Project Lab, the course is structured to immerse students in real-world business challenges and provide them with practical experience in designing and implementing sustainable solutions alongside experienced mentors and industry experts. The course content is organized into several key components that facilitate an in-depth understanding and practical application of business theories in real-world contexts:

Course Content and Structure:

Phase One: Project Initiation and Planning

Introduction to the course objectives, expectations, and outcomes.

An overview of the industry partners and the real-world projects students will engage in.

Ethics and sustainability in business decision-making.

Support and Safety

Skills and personal development and self-awareness.

Phase Two: Industry Collaboration and Problem-Solving

Students are paired with industry mentors and begin their project work.

In-depth analysis of the business problem provided by the industry partner.

Application of strategic, financial, and operational concepts to real-world problems.

Regular workshops and seminars with industry experts to discuss project progress and receive feedback.

Phase Three: Development and Implementation of Solutions

Ethics and Sustainability.

Students develop viable solutions to the challenges posed by their assigned projects.

Application of innovative and sustainable business practices.

Continuous mentorship and guidance from industry professionals and academic staff.

Mid-point presentations to receive feedback from peers, mentors, and instructors on project direction and sustainability integration.

Phase Four: Final Presentation and Reflection

Preparation and delivery of final project presentations to a panel of industry experts, academic and CIFAL staff, and peers.

Critical reflection on the project process, outcomes, and personal learning.

Assessment of the sustainability impact of the proposed solutions.

Discussion on ethical considerations and long-term viability of the implemented solutions.

Throughout the course, students are expected to engage actively with their mentors and peers, participate in discussions and workshops, and apply their learning in a practical, project-based environment. This hands-on approach ensures that students not only understand the theoretical aspects of business management and sustainability but are also able to apply these sustainable concepts effectively in professional settings.



For BUSN3004: Career-Ready Industry Led Project Lab, a variety of dynamic and interactive methods are employed to convey course content and ensure the achievement of learning objectives:

Learning Activities and Methods:

Project-Based Learning: Students engage directly with real-world business problems provided by industry partners. This hands-on approach ensures that learning is contextual, applicable, and grounded in real-world business practices.

Mentorship and Collaboration: Each student team is paired with an industry mentor, course coordinator and an academic who will facilitate regular mentoring sessions. These sessions provide guidance, professional insights, and feedback, helping students navigate their projects with a focus on sustainable and ethical business solutions.

Interactive Workshops: A series of workshops conducted by industry experts and academic staff help reinforce theoretical concepts through practical application. These workshops assist with topics, including strategic sustainability in business, and ethical decision-making. self

Seminars and Guest Lectures: Sessions with industry hosts from the business community provide insights into contemporary business challenges and innovations.

CANVAS and Self-Learning Features:

All course materials are systematically organized in CANVAS. This allows students to access and review learning materials at their own pace.

CANVAS is used to deliver various interactive modules that students can complete independently. These modules include video learning, scenario-based exercises, and integrated quizzes that provide immediate feedback.

Discussion Forums: CANVAS hosts discussion forums where students can engage with peers and instructors. These forums are crucial for peer-to-peer learning and collaboration. This enable students to explore different perspectives, clarify doubts, and discuss real-world application of course concepts.

CANVAS tasks and Feedback: Students submit their assignments directly through CANVAS, where they can also receive structured feedback from instructors. This feedback is essential for guiding their learning process and improving their project deliverables.

Peer Collaboration and Review: Students engage in peer-to-peer discussions and reviews via SPARK (online peer review process), providing and receiving feedback on group collaboration.

Reflective Journals: Students maintain reflective journals throughout the course, documenting their learning experiences, challenges faced, and insights gained. This reflective practice encourages self-assessment and personal growth.

Assessment 1, the Professional Skills Appraisal, offers students a valuable opportunity to critically evaluate their existing competencies and identify areas for development, which is essential for personal and professional growth. This assessment acts as a foundational step that informs their approach to the course's project work, ensuring they can focus on enhancing specific skills that are vital for their future careers in business.

Assessment 2. Students are provided an opportunity to showcase their progress and development in a professional reflective assessment which includes their Career Plan and future goals.

Assessment 3. Final Presentation and Evaluation: The course culminates in a final presentation where students showcase their project work to an audience of peers, mentors, and faculty. This presentation is a critical evaluation of their project outcomes and their ability to apply classroom knowledge to real business challenges.



BUSN3004: Career-Ready Industry Led Project Lab targets (3rd year) final-year undergraduate business students who are eager to become career-ready by applying academic theories to sustainable real-world business challenges. The course equips them with the skills and experiences necessary to plan for a future in business, emphasizing ethical practices and sustainability as core components of their professional development.



We are seeking support for all participants who successfully complete all course requirements in BUSN3004: Career-Ready Industry Led Project Lab and their host and mentors to receive a Certificate of Course Completion, (CIFAL certification). This will underscore their readiness to contribute positively in a global context.

With students and industry partners from diverse global locations, including industry project hosts from New York City, Melbourne and further, this course acts as a crucial nexus for international and multicultural engagement.

Upon completion, the course will have equipped over 300 individuals with deep insights and practical skills in sustainability and business ethics, readying them to make significant contributions towards societal good in various global communities. This not only enhances individual career prospects but also promotes broader social and environmental benefits, aligning with the global urgency towards sustainable development.