



Module Descriptor

Title	Ethical Leadership Responsible Organisations		
Session	2025/26	Status	
Code	BUSN11140	SCQF Level	11
Credit Points		ECTS (European Credit Transfer Scheme)	20
School	Business and Creative Industries		
Module Co-ordinator	Kae Reynolds		
Summary of Module			
Whereas ethical action normally refers to the actions of individuals, such individuals exist in complex networks of relationships organisations, communities, and a global society. The layperson’s understanding of ‘leadership’ assumes an individual with as assigned role and acquired status; however, a differentiated and critical understanding of ‘leadership’ sees the concept as a process phenomenon intrinsically embedded in structures of systemic injustice. Ethics are also systems of power and valuation rooted in culture, tradition, and institutionalisation. As such this module views ethical (organisational) leadership as a complex social process that seeks to pursue ethical aims via ethical means, whilst is remains constrained by traditional power structures (institutional, cultural, and political) and embedded in a complex and volatile global environment. The module takes a critical stance toward leadership and organisational studies on the assumption, that operating businesses and organisations implies the imperative of socially responsible and socially just activity being rooted in ethical awareness and moral competency. In response, the module introduces students to critical and theoretical foundations of power and leadership; fundamental philosophical perspectives of ethics; concepts and models of ethical leadership, concepts and issues in organisational ethics and embeds these in the context of social justice and a global society.			

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	☒	☒	☒	

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

					☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☒ London ☒ Paisley	☒ Online / Distance Learning ☒ Other (specify)		
Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1

Learning Outcomes	
L1	Demonstrate critical understanding of ethical perspectives, theories of ethical leadership, and principles of organisational ethics
L2	Appreciate the ethical self in context and extend knowledge toward informed personal and professional judgements
L3	Critically and systematically evaluate ethical organisational issues in a global context
L4	Apply knowledge of specialised principles of ethics and concepts of ethical leadership to contemporary organisational issues
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 11
Practice: Applied Knowledge and Understanding	SCQF 11
Generic Cognitive skills	SCQF 11
Communication, ICT and Numeracy Skills	SCQF 11
Autonomy, Accountability and Working with Others	SCQF 11

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	20
Independent Study	170
Tutorial / Synchronous Support Activity	10
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Johnson, C. E. (2021). Meeting the Ethical Challenges of Leadership, (7th ed.). Thousand Oaks, CA: SAGE. Johnson, C. E. (2018). Organizational ethics: A practical approach (4th ed.). Thousand Oaks, CA: SAGE. Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via Aula Students will have access to UWS library facilities so that core texts will be supplemented by case studies, academic journal articles and bespoke on-line resources. (N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. For the purposes of this module, academic engagement equates to the following:

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code .
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Management, Organisations People
Overall Assessment Results	☐ Pass / Fail ☒ Graded
Module Eligible for Compensation	☐ Yes ☐ No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	MOP
Moderator	Melissa Kerr
External Examiner	Clare Manning
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☐ No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio
Assessment 2
An oral assessment consisting of a Debate
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☒	☒	☐	☐	☐	60	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☒	☒	☐	40	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who