Module Descriptor

Title	Ethical Leadership For Responsible Organisations		
Session	2026-2027	**Status**	Approved
Code	BUSN11140	**SCQF Level**	**SCQF 11**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	K 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 it 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-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**

[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	Apply knowledge of specialised principles of ethics and concepts of ethical leadership to contemporary organisational issues
L2	Critically and systematically evaluate ethical organisational issues in a global context
L3	Demonstrate critical understanding of ethical perspectives, theories of ethical leadership, and principles of organisational ethics
L4	Appreciate the ethical self in context and extend knowledge toward informed personal and professional judgements
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** A critical understanding of ethical perspectives, theories of ethical leadership, and principles of organisational ethics Critical understanding of power dynamics and social injustice in the global community Awareness of ethical self in context: interpersonal relations, the organisation, community, and society
Practice: Applied Knowledge and Understanding	**SCQF 11** Applying theory to practice: extending knowledge to make informed personal and professional judgements apply extensive and critical knowledge of some specialised principles of ethics and concepts of ethical leadership to contemporary organisational issues Ethical problem solving: critically and systematically assess ethical dilemmas and practice moral imagination Research: searching, retrieving, collecting, organising, interpreting and manipulating primary and secondary information and presenting academic evidence from a variety of sources including electronic sources
Generic Cognitive skills	**SCQF 11** Identifying, abstracting, responding creatively to theoretical and practical issues

	Critically reviewing and Critical thinking: identifying various perspectives, interrogating assumptions Analytical skills: Explore, analyse, evaluate, and synthesise knowledge and evidence
Communication, ICT and Numeracy Skills	**SCQF 11** Communicating effectively to a range of audiences, including peers and tutors Using a wide range of ICT and apps to support and enhance learning including information retrieval systems, data/literature selection, word processing, image, audio/video production, Web-based engagement, and digital presentation. Effective communication: speaking in group-based discussion, dialogue, debate, oral presentation; academic formatting, writing, citation and referencing
Autonomy, Accountability and Working with Others	**SCQF 11** Exercising substantial autonomy and initiative in studies, project, and time management: completing work autonomously, and within set deadlines/timeframes Working effectively, together with others in groups. Nurturing a reflective awareness of ethical responsibilities to others, in work and everyday life: taking responsibility for own work and the work of others in group work; social accountability of own actions and those of others

Prerequisites	**Module Code** BUSN11144	**Module Title** Theories of Leadership *
	Other NA	
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. The module will be taught by a combination of lectures and seminars/workshops. There is a combination of taught elements, discovery, and autonomous learning, as well as classroom co-creation. In the seminars/workshops a variety of participative teaching methods will be used. The approach to learning and teaching places emphasis on participation and support. Students will be encouraged to take a pro-active and autonomous approach throughout with seminars particularly aimed at encouraging debate and discussion between students and workshops focused on engaging activities. Focused group discussions and moderation of debate and dialogue during seminars will be strategies aimed at ensuring a quality student experience on the module

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	10
Independent Study	170
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. (2024). Meeting the Ethical Challenges of Leadership, (8th ed.). Thousand Oaks, CA: SAGE. Johnson, C. E. (2024). Organizational ethics: A practical approach (6th ed.). Thousand Oaks, CA: SAGE.
(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Attending taught classes, contributing positively to the learning environment, behaving in a professional manner, listening to others when they have the floor, staying on task, engaging with activities, collaborating on in-class and asynchronous group work, contributing actively to group assessments, engaging in independent study. For the purposes of this module, students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance.

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.

The Equality, Diversity and Human Rights code underpins student engagement. We aim to make UWS a fair and equal place to study and an institution which addresses specific issues covering all aspects of equality, diversity and human rights. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.
(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	Management Organisations People
Moderator	S Ahammed
External Examiner	C Manning
Accreditation Details	NA
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Debate 40%
Assessment 2
Portfolio of written and practical work 60%
Assessment 3
NA
(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**
Debate	☒	☒	☐	☐	☐	40	NA

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☐	☐	☒	☒	☐	60	NA

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
NA	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who