Module Descriptor

Title	Exploring Management And Leadership		
Session	2026/27	**Status**	Approved
Code	BUSN10073	**SCQF Level**	L10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	TBC		

Summary of Module

Each individual within an organisation and society encounters and practices management and leadership in some form. To equip 21st century graduates with knowledge, skills and cognitive abilities relating to managing and leading themselves and others, this module reviews fundamental concepts of management and leadership and introduces students to critical management and leadership theory. Students are asked to engage with theory and discourse distinguishing management and leadership as central phenomena in organisational contexts and examine their own understanding and perceptions. Students are encouraged to explore current management and leadership phenomena autonomously and link knowledge, experience, and perception with theoretical concepts. Students have the occasion to develop skills for critically engaging with, deepen their knowledge, and expand their understanding of historical and current management and leadership research, relate these to current contexts, and reflect on their own approach to management and leadership.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1 ☐	Term 2 ☒	Term 3 ☐	

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Explain the roles of management and leadership in theoretical conceptualisation and discourse in various contexts.
L2	Critically evaluate various approaches to management and leadership.
L3	Develop and articulate a personal philosophy of leadership.
L4	Critically analyse current contexts applying concepts, models, and theories of management and leadership.
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 10** In relation to management and leadership: Demonstrate knowledge of a variety of concepts, models, and theories. Demonstrate understanding of critical perspectives of traditional and critical theories.
Practice: Applied Knowledge and Understanding	**SCQF 10** In relation to management and leadership: Critically apply selected concepts in various organisational contexts. Retrieving, interpreting. and manipulating information from a variety of sources including electronic sources. Problem solving - application of a systematic and critical assessment of complex problems and issues.
Generic Cognitive skills	**SCQF 10** In relation to management and leadership: Critically reviewing and evaluating research. Critical thinking: identifying theoretical and practical issues, various perspectives, interrogating assumptions Analytical skills: Explore, analyse, evaluate, and synthesise knowledge and evidence. Writing Reflection
Communication, ICT and Numeracy Skills	**SCQF 10** Communicating effectively to a range of audiences, including peers and tutors. Making effective use of information retrieval systems and information technology applications to support and inform learning.
Autonomy, Accountability	**SCQF 10**

and Working with Others	SCQF Level 10 Autonomous engaged learning: contributing and co-creating relevant learning content. Contributing effectively to group processes, working with others in groups, taking a leadership role where appropriate, being responsible and accountable to a positive learning environment.

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. The module will be taught by a combination of asynchronous lectures and synchronous 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, moderation of debate and dialogue during seminars, syndicated breakout activities, and formative feedback provided during synchronous supported learning 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	24
Tutorial / Synchronous Support Activity	12
Independent Study	164
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: Schedlitzki, D., & Edwards, G. (2019). Studying Leadership: Traditional and Critical Approaches. Sage.. Northouse, Peter G. (2019). Leadership: Theory and Practice (8th ed.). 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 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:** The practical portfolio assessment requires group collaboration during classtime.

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. 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.
(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, People and Organisations
Moderator	TBC
External Examiner	D Bolton
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1

Portfolio of written work 60%
Assessment 2
Portfolio of practical work 40%
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**
Portfolio of written work	☐	☐	☒	☒	☐	60	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of practical work	☒	☒	☐	☐	☐	40	

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**