Module Descriptor

Title	Leadership & Management Skills		
Session	2026/27	**Status**	
Code	BUSN07029	**SCQF Level**	7
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Business and Creative Industries**		
Module Co-ordinator	R Crammond		

Summary of Module

Effective leadership and management is acknowledged to be essential to organisation effectiveness and success. Leadership and management development is a key component of learning and development (L&D). The purpose of this module is to enable learners to understand and analyse the role of L&D in leadership and management development. This will include examining the differences between leadership and management. The key roles and tasks of leaders and managers will be examined together with the design of leadership and management interventions.The role of the L&D function will also be explored to include they key principles for ensuring the success of leadership and managment development programmes.

- To enable learners to understand and analyse the role of learning and development (L&D) in leadership and management development.

- To examine the differences between leadership and management.

- Identify and examine the key roles and tasks of leaders and managers.

- Examine the design of leadership and management interventions.

- Explore the role of the learning and development (L&D) function.

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	Understand the distinction between leadership and management.
L2	Explain different approaches to developing leaders and managers and the role of the learning and develop function.
L3	Understand how to ensure the ownership and success of leadership and management development programmes.
L4	
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 7** Developing awareness and understanding of the foundations and operational functions of leadership and management in changing and evolving work contexts.
Practice: Applied Knowledge and Understanding	**SCQF 7** Using frameworks and techniques to describe and explain real-life work situations.
Generic Cognitive skills	**SCQF 7** The ability to present and assess arguments about different approaches to L&D foundations and operational functions.
Communication, ICT and Numeracy Skills	**SCQF 7** Use of relevant information technology applications to produce and present documents in an appropriate form and to communicate with peers in groupexercises.
Autonomy, Accountability and Working with Others	**SCQF 7** Exercise initiative and discretion in the production of work both individually and collectively.

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 learning and teaching activities developed for the module were crafted in accordance with the UWSlearning, teaching, and assessment strategy in terms of providing variety in learning and assessment practiceand engaging students in learning practices. The learning and teaching activities and assessment instrumentsare adopted with the aim of providing learners with the opportunity to manage partnerships with fellow studentsin the group activity, and to develop individual independence in the coursework essay. The instruments ofassessment are combined to provide learners with externally facing workplace relevant knowledge that isenhanced by a commitment to scholarly practice that enriches competence and resilience.

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)
Laboratory / Practical Demonstration / Workshop	12
Independent Study	82
Tutorial / Synchronous Support Activity	6
Please select	
Please select	
Please select	
TOTAL	100

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Cole, G.A. and Kelly, P. (2020) Management Theory and Practice. 9th ed. Cengage Learning. Buchanan, D.A. and Huczynski, A.A. (2019) Organizational Behaviour. Pearson. 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 the relevant virtual learningenvironment (VLE) platform.
(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:
Attendance at lectures and tutorials, and engagement with the resources available.

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	MITE
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ ~~**No**~~
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
An essay response (based on relevant theory) will account for 50% of the total marks for this module.
Assessment 2
An essay response (based on application and relevant practice) will account for 50% of the total marks for thismodule.
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
Essay (Theory)	☒	☒	☐	☐	☐	50	10

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay (Practice)	☐	☒	☒	☐	☐	50	10

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