

University of the West of Scotland

Module Descriptor

Session:

Title of Module: Ethical Leadership Responsible Organisations			
Code:	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr Kae Reynolds		
Summary of Module			
<p>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.</p> <p>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.</p> <p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

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

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 Level 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 Level 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	<p>SCQF Level 11</p> <p>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</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>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</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>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</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	<p>Module Code: BUSN11144</p>	<p>Module Title: Theories of Leadership *</p>
	<p>Other:</p>	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching

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 and moderation of debate and dialogue during seminars will be strategies aimed at ensuring a quality student experience on the module.

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 During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 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
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Johnson, C. E. (2021). Meeting the Ethical Challenges of Leadership, (7th ed.). Thousand Oaks, CA: SAGE.</p> <p>Johnson, C. E. (2018). Organizational ethics: A practical approach (4th ed.). Thousand Oaks, CA: SAGE.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>The debate assessment requires group collaboration outside of class time.</p>	

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..</p>
(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	MOP
Moderator	Bobby Mackie
External Examiner	C. Manning
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
<p>Assessment 1 – An individual written assessment consisting of a Portfolio of Written Work. This will represent 60% of the module mark.</p>

Assessment 2 – An oral assessment consisting of a Debate. This will represent 40% of the module mark.

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
An individual written assessment consisting of a Portfolio of Written Work.	✓	✓				This will represent 60% of the module mark.	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
An oral assessment consisting of a Debate.			✓	✓		This will represent 40% of the module mark.	

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)