

University of the West of Scotland Module Descriptor

Session: 2023/24

Last modified: 09/02/2023 21:36:25

Status: Proposal

Title of Module: Theories of Leadership			
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 Hilary Collins (Lanarkshire) Dr Maddelena Tacchetti (London)		

Summary of Module

This module provides a critical insight into leadership research. Theories on leadership such as the Great Man, Trait, Skill, Behaviour, Situational and Contingency perspectives are examined. Emerging paradigms and theories of new approaches to leadership such as Charismatic, Transformational, Transactional, Distributed, Authentic, Servant, Entrepreneurial leadership, Leader member exchange and Implicit leadership theories are identified and addressed.

Students will develop skills in critical engagement with leadership research and theory. They will be able to display critical awareness of current developments in both the theory and practice of leadership and its importance in modern organisations. This critical reflection will be instrumental in meeting the leadership development needs of 21st century graduates as well as identifying potential sources of development.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓	✓	✓	

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓	✓	✓	✓

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
✓	✓	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Explain the nuanced conceptualisation of leadership
- L2. Evaluate the different theories of leadership and its importance in modern organisations.
- L3. Critically review the main strands in leadership theory and emerging trends
- L4. Critically reflect on their leadership development needs and identify potential sources of development

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)	<p>SCQF Level 11. Demonstrate a broad knowledge that covers and integrates the main areas of leadership.</p> <p>A critical understanding of the theories and principles of leadership in both the national and international context</p> <p>Extensive and critical knowledge of some specialised areas of leadership theory</p> <p>A critical understanding of the tools that can be used to measure aspects of leadership</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11. Reflection on their own leadership skills and consider how these can be enhanced within appropriate settings</p> <p>Applying a range of techniques of enquiry and research relevant to subject area of leadership</p>
Generic Cognitive skills	SCQF Level 11.

	Applying critical analysis and evaluation to the issues raised within the module	
	Identifying, abstracting, responding creatively to theoretical and practical issues the emerge in relation to the study of leadership	
Communication, ICT and Numeracy Skills	SCQF Level 11. Communicating effectively to a range of audiences, including peers and tutors	
	Utilising appropriate ICT resources to support and inform learning	
Autonomy, Accountability and Working with others	SCQF Level 11. Work effectively, together with others in groups or teams, taking a leadership role where appropriate	
	Reflect on their personal leadership style, and their ability to contribute to the group process	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
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 lectures and tutorials. In the tutorials 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 approach throughout with tutorials particularly aimed at encouraging debate and discussion between students. Focused group discussions, syndicated breakout discussions and individual support during tutorials 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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	20
Tutorial/Synchronous Support Activity	20
Independent Study	160
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Yukl, G., (2020) Leadership in Organizations, 9/e. Pearson Education Global.

Dinh, J.E. Lord, R.G., Gardner, W.L., Meuser, J.D., Liden, R.C., and Hu, J. (2014). "Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives". The Leadership Quarterly, 25(1), 36-62.

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

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations & People
Moderator	Dr Katie McQuade
External Examiner	
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

An individual assessment consisting of a report of 2500 words long. This will represent 70% of the module mark

A group assessment consisting of an essay of 3000 words long. This will represent 30% 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	✓	✓			70	0
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay			✓	✓	30	0
Combined Total For All Components					100%	0 hours

Footnotes

- A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.

<http://www.uws.ac.uk/equality/>
[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)