University of the West of Scotland

Module Descriptor

Title of Module: Leading and Managing Business			
Code: LNDN11012	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Melissa Kerr		

Summary of Module
In very dynamic and volatile markets, how can you be an ethical and sustainable, corporate citizen in an increasingly complex, multiple-stakeholder world? This is a prevalent question facing leaders and managers within the business realm today; small and large, local and global. Organisations today must include decisive and informed management, as well as inspiring leaders, free of 'decision traps' and 'biases'. Towards realising a competitive advantage, organisations as a whole must also consider the concept of strategic change, and a myriad of change approaches, where productive alliances and adoption of innovative processes are realised and performed for the digital business world. Within this module, an overview of modern business strategies, managing and leading change, and critical perspectives of ethical and social responsibility, towards sustainable development will be appreciated. This includes appreciating the various stages of strategy implementation: formulation, planning, execution, and analysis; as well as undertaking creative or entrepreneurial practices involving many stakeholder groups and acknowledging governance structures. Topics including change management, critical leadership and management understandings within digital and cultural contexts, socially responsible business, green business, business analytics, and workplace and professional ethics are also addressed.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☒	☐	☐	☐	☐	☐
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:
☐	☐	☐	☐	☒	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☒	Term 3	☒

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	Critically evaluate business strategy frameworks, models and leadership and management practices within a rapidly changing global and digital context
L2	Demonstrate a critical understanding of change management processes.
L3	Demonstrate a contemporary knowledge of Business analytics, and its impact on both managerial and strategic decision making
L4	Demonstrate a critical understanding of innovative ethical and sustainable practice within Business
L5	Critically analyse the relationship between organisations and wider stakeholders that impacts on ethical practice and corporate decision making

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** Demonstrate and/or work with: • Knowledge that covers and integrates most, if not all, of the main areas of leadership and management in business – including their features, boundaries, terminology and conventions. • A critical understanding of the principal theories, concepts and principles • A critical awareness of current issues in leadership and management in business
Practice: Applied Knowledge and Understanding	SCQF Level **11**

	Apply knowledge, skills and understanding: • In using a significant range of the principal professional skills, techniques, practices and/or materials associated with leadership and management in business • In using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments. • In demonstrating originality and/or creativity
Generic Cognitive skills	SCQF Level **11** Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in leadership and management in business • Develop original and creative responses to problems and issues. • Critically review, consolidate and extend knowledge, skills, practices and thinking in leadership and management in business • Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information
Communication, ICT and Numeracy Skills	Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to leadership and management in business, for example: • Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise. • Communicate with peers, more senior colleagues and specialists Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit the purpose
Autonomy, Accountability and Working with others	SCQF Level **11** • Exercise substantial autonomy and initiative in professional and equivalent activities. • Take significant responsibility for a range of resources. • Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

Pre-requisites:	**Module Code:**	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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.

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	36
Tutorial/Synchronous Support Activity	12
Independent Study	228
Asynchronous Class Activity	24
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 300

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE. Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.
(**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:

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.](#)

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..

(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 ☐ No ☒
School Assessment Board	Management, Organisations & People
Moderator	Nic Vass
External Examiner	Robert Stevenson
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

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.
Assessment 1 Report (60%)
Assessment 2 Group Analysis Presentation (40%)
Assessment 3 – Free Text
(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**
Essay	x	x	x			60	

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**
Presentation				x	x	40	

Component 3							
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**

	Combined Total for All Components	100%	

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)