Module Descriptor

Title	Sustainable Leadership		
Session	2026/27	**Status**	Approved
Code	BUSN09089	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	K McQuade		

Summary of Module

The Sustainable Leadership module aims to empower students with the leadership skills required to drive positive change within organisations and their communities. It will have a focus on our fractured global ecology and how students can develop themselves as proactive and moral leaders. It will also introduce students to the concept of corporate social responsibility.

The module focuses upon how to lead in a way which is adaptable, collaborative and is beneficial for future generations. The module will inform students about the triple goals of the economy, society and environment and how to lead with this in mind. It will explore contemporary examples of organisations, giving students an opportunity to analyse real situations and their impact on the planet's sustainability.

The module aims to prepare students to be multi-dimensional leaders in a complex global environment, which needs to focus on sustainability.

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) NCL	

[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

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	Demonstrate an understanding of sustainable leadership and analyse its impact on the economy, society and the environment
L2	Reflect on personal sustainable leadership skills and how they can be developed
L3	Identify contemporary challenges and opportunities in leading with a focus on the Planets sustainability
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 9** Demonstrate and/or work with: • An understanding of the scope and defining features of a subject, and an integrated knowledge of its main areas and boundaries. • A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector. • Knowledge of one or more specialisms that are informed by forefront developments.
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply, skills and: • In using a range of the principal professional skills, techniques, practices and/or materials associated with the subject • In using a few skills, techniques, practices and/or materials that are specialised and/or advanced. • In practising routine methods of enquiry and/or research. • To practise in a range of professional level contexts that include a degree of unpredictability.
Generic Cognitive skills	**SCQF 9** • Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, Information, and issues in a subject. • Identify and analyse routine professional problems and issues. • Draw on a range of sources in making judgements.
Communication, ICT and Numeracy Skills	**SCQF 9** Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject, for example:

	• present or convey, formally and informally, information on standard/mainstream topics in the subject to a range of audiences. • use a range of ICT applications to support and enhance work • interpret, use and evaluate numerical and graphical data to achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 9** • Exercise autonomy and initiative in some activities at a professional level in practice or in a subject. • Practise in ways that show awareness of own and others' roles and responsibilities. • Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.

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.	
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	36
Asynchronous Class Activity	12
Independent Study	152
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: Bridges, T., & Eubank, D. (2020). Leading Sustainably: The Path to Sustainable Business and How the SDGs Changed Everything (1st ed.). Routledge.

Relevant materials will also be uploaded to the VLE
(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:** Students are expected to attend all workshops and should regularly engage with their Virtual Learning Environment monitored via appropriate learner analytics within the VLE. Attendance of 75% is expected for face to face class activities, with attendance taken in each class and recorded by academic staff via Self-Service Banner. Engagement and submission of all assessments unless non-submission is supported by submission of an Extenuating Circumstances Statement (ECS).

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	Management, Organisations and People
Moderator	K Reynolds
External Examiner	M Bradley
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	1

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

This assessment strategy employs a group podcast which will see students identify a contemporary challenge or opportunity for sustainable leaders, using a real world example within their community. They will then discuss and debate the chosen topic for ten minutes, with and submit in a podcast format with separate reference list. This will be worth 40% of their overall grade. **For students Studying at NCL this assessment strategy may involve individual coursework rather than groupwork**
Assessment 2
The students will also produce a poster based on a real organisation and analyse their use of sustainable leadership and the impact they have had on the economy, society and the environment. They will also produce a supplementary text reflecting comparing their own leadership skills and commitment to sustainability to their chosen leader. This is weighted at 60%.
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**
Podcast	☒	☐	☒	☐	☐	40%	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Poster	☐	☒	☒	☐	☐	60%	0

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**