Module Descriptor

Title	The Common Good		
Session	2026/27	**Status**	Approved
Code	BUSN10079	**SCQF Level**	L10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	S Hofmann		

Summary of Module

This module expands the fundamental understanding of ethical organisational leadership and individual social responsibility by advancing students' awareness of power and value systems and the roles of organisations and individuals in the psycho-social wellbeing of society.

Students will investigate and question the extent to which state institutions, private businesses and third sector organisations in power contribute to and promote The Common Good. Knowledge of moral foundations, ethical perspectives, social justice theories of the Common Good, and normative leadership theories is facilitated, and contemporary issues in social wellbeing are explored.

Students will be challenged to reflect on and critically assess their values and envision their future role as leaders and contribution to The Common Good.

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) New College Lanarkshire

[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 a critical understanding of conceptualisations of the common good and integrates knowledge of these with a variety of perspectives on ethics and leadership.
L2	Critically analyse and evaluate arguments concerning the role of business and organisations in promoting social justice and social well-being.
L3	Demonstrate an ability to critically reflect and apply concepts of ethics and leadership in the process of reflecting.
L4	Develop and articulate an original and creative personal vision of ethical leadership and an individual contribution to the common good.
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 10** The module provides access to knowledge that covers and integrates the main interdisciplinary fields of business management areas including main features and terminologies. The module provides critical knowledge and understanding of the principal theories and key concepts across disciplinary fields. In relation to ethical leadership and social justice in the context of the common good: Systematically identify and address own learning needs in terms of ethical development, in current and new areas by making use of research and professional materials. Demonstrate and/or work with: Detailed knowledge and understanding that covers and integrates most of the principal features and terminology, Develop a critical understanding of the principal approaches, perspectives and concepts.
Practice: Applied Knowledge and Understanding	**SCQF 10** The module deploys a range of materials that are informed by vanguard developments in cross disciplinary fields and uses a range of techniques of enquiry relevant and practical to the fields that encourages creativity and originality. In relation to ethical leadership and social justice in the context of the common good: Interpret and explain complex concepts, Analyse problems and

	Apply knowledge, skills and understanding, Apply appropriate principles to propose solutions.
Generic Cognitive skills	**SCQF 10** The module applies critical evaluation and synthesis to issues that are informed by developments in the discipline fields; and to the development of creative responses to problems and issues of relevance to management practice. In relation to ethical leadership and social justice in the context of the common good: Engage in discourse. Give reasons for opinions and identify flaws in arguments. Adopt an evaluative approach. Bring together information from a variety of sources, including research publications. Critically identify, define, conceptualise and analyse complex/professional problems and issues Offer professional insights, interpretations and solutions to problems and issues Demonstrate some originality and creativity in dealing with professional issues. Critically review and consolidate knowledge, skills, practices and thinking
Communication, ICT and Numeracy Skills	**SCQF 10** The module provides the scope for professional standards of communication through verbal and digital formats using appropriate methods with peers and members of staff. In relation to ethical leadership and social justice in the context of the common good. Communicate effectively and appropriately orally and in writing. Distinguish between alternative opinions on the basis of evidence presented in coherent and logical arguments.: Present or convey, formally and informally, information. Communicate with peers and senior colleagues on a professional level. Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose. Make effective use of information technology applications to present documents in an appropriate form.
Autonomy, Accountability and Working with Others	**SCQF 10** The module facilitates the exercise of substantial autonomy and initiative, and where relevant, collaboration and communication in the presentation of ideas and coursework for assessment, involving taking responsibility for individual and collective contributions in terms of accessing and critically interpreting a range of potential resources. In relation to ethical leadership and social justice in the context of the common good: Work effectively together with others in groups or teams, taking a leadership role where appropriate. Systematically identify and address own learning needs both in current and in new areas, making use of research source materials as appropriate.

	Demonstrate the ability to learn independently with minimal guidance. Practise in ways that show awareness of own and others' roles and responsibilities.

Prerequisites	**Module Code**	**Module Title**
	Other NA	
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.

Students on a Graduate Apprentice programme will undertake the following teaching, 9 weeks of 2-hour lecture/Core content delivery online sessions and 3 weeks of 3 hour on campus workshops (dates for on-campus sessions to be confirmed each term)

This module designed to be delivered in a hybrid format as per the curriculum framework, using a combination of interactive core content delivery and tutorials under integration of VLE content. Core content delivery involves the exposition of programmed materials forming the knowledge base of the module. The core knowledge is delivered live face-to-face and core reading materials are provided in the library and via the VLE. There are also review materials and supplemental reading. Though this is structured, led, and moderated by the lecturer, it is also intended that there will be a reasonable degree of active student participation, autonomous engagement and co-creation of content. Tutorials will place significant demands upon students in relation to preparation and participation. Students are encouraged and expected to widen their reading with sources they research and select autonomously.

In the sessions, a variety of participative teaching methods will be used. Discussion questions, activities, and reading will be available on VLE in advance of the sessions, allowing students to prepare appropriately. The approach to learning and teaching places emphasis on autonomous engagement and active co-creation. Students will be encouraged to take a pro-active and autonomous approach throughout with sessions particularly aimed at encouraging debate and discussion between students. Focused group discussions and syndicated breakout activities will be strategies aimed at ensuring a quality student experience on the module. Individual and group support is provided during sessions, and students are responsbile to note their verbal formative feedback autonmously as part of the verbal and/or written debriefing process during live sessions.

Students will be expected to engage in all synchronous and asynchronous activities. They will also be required to work collaboratively and proactively with peers during activities and during class sessions, as well as contribute to any group assessments, formative or summative, fairly and equitably.

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)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Independent Study	164

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: Kotler, P. (2019) Advancing the common good [electronic book] : strategies for business, governments, and nonprofits . Santa Barbara, California : Praeger.
(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:** Attending taught classes, contributing positively to the learning environment, behaving in a professional manner, listening to others when they have the floor, staying on task, engaging with activities, collaborating on in-class and asynchronous group work, contributing actively to group assessments, engaging in independent study. For the purposes of this module, students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance.

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. Attending taught classes, contributing positively to the learning environment, behaving in a professional manner, listening to others when they have the floor, staying on task, engaging with activities, collaborating on in-class and asynchronous group work, contributing actively to group assessments, engaging in independent study. For the purposes of this module, students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance.
(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, People and Organisations
Moderator	M Khan
External Examiner	David Bolton
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations 50%
Assessment 2
Essay (The word count will align with the guidance in the Assessment Handbook.) 50%
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**
Creative Output	☒	☒	☐	☐	☐	50	

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

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