Module Descriptor

Title	Theories Of Leadership		
Session	2026/27	**Status**	
Code	BUSN11144	**SCQF Level**	11
Credit Points		**ECTS (European Credit Transfer Scheme)**	20
School	**Business and Creative Industries**		
Module Co-ordinator	**Shaif Ahammad**		

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	**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)	

[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	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
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 11**
Practice: Applied Knowledge and Understanding	**SCQF 11**
Generic Cognitive skills	**SCQF 11**
Communication, ICT and Numeracy Skills	**SCQF 11**
Autonomy, Accountability and Working with Others	**SCQF 11**

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	20
Independent Study	160
Tutorial / Synchronous Support Activity	10
Asynchronous Class Activity	10
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Harrison, C. (2018). Leadership Theory and Research: A Critical Approach to New and Existing Paradigms. Switzerland, Palgrave MacMillan

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

Students will have access to UWS library facilities so that core texts will be supplemented by case studies, academic journal articles and bespoke on-line resources.

(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.
(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	
Moderator	Kae Reynolds
External Examiner	Clare Manning
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Report of practical/ field/ clinical work
Assessment 2
Essay
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**
	☒	☒	☐	☐	☐	70	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☒	☒	☐	30	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