

University of the West of Scotland

Module Descriptor Template

Session: 2024/2025

Title of Module: Fundamentals of Leadership			
Code: TBC	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Dr Katie Mcquade		
Summary of Module			
<p>The aim of this module is to expose students to the concepts of leadership. Through the analysis of international case study materials, students will explore the role that leadership plays in an organisation.</p> <p>By engagement with 21st century problems facing organisations, students will develop diagnostic skills of synthesising information resulting from strategic analysis, making sound judgments in the absence of complete data and constructively challenging existing organisation ideas and practices. Knowledge and skills relating to problem-solving, team performance and communication will also be addressed. The module offers means by which learners would subject models of leadership to sustained critical scrutiny and reflect on their own personal leadership development. The different theories and approaches to leadership will be critically examined.</p> <p>Overall, the module integrates theory and practice to enable students to assess the leadership skills which will be required for their future careers.</p> <p>This module will allow students to develop the following graduate attributes: Academic – knowledge, skills and abilities related to high-level academic study Personal – qualities and characteristics of well-rounded, developed, responsible individuals Professional – skills, aptitudes and attitudes required for professional working life in the 21st Century</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>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.</p> <p>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.</p> <p>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</p>		

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:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2		Term 3	
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

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	L1. Demonstrate an understanding of the concept of leadership
L2	L2. Analyse a variety of approaches to leadership in both theory and practice.
L3	L3. Critically reflect on their own leadership development
L4	L4. Apply leadership theory to practical scenarios
L5	Click or tap here to enter text.
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 9</p> <p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • 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	<p>SCQF Level 9</p> <p>Apply, skills and:</p> <ul style="list-style-type: none"> • 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	<p>SCQF Level 9</p> <ul style="list-style-type: none"> • 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	<p>SCQF Level 9</p> <p>Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject, for example:</p> <ul style="list-style-type: none"> • 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 Level 9 <ul style="list-style-type: none"> • 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. 	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching	
<p>In line with UWS' Curriculum Framework, providing a flexible and hybrid, student-centred and inclusive approach to learning and teaching, the module has been designed to ensure the delivery is engaging, and provides activity-/discussion-based and subject-specific workshops. The delivery is supported by meaningful online content, including short videos, reading materials, quizzes, etc. This approach creates more flexibility for students, while also enhancing deeper learning through engagement with peers and teaching staff, both online and in the classroom.</p> <p>The teaching strategy for this module is built around principles of collaboration and group learning.</p> <p>Students will attend workshops as outlined in the module handbook and will be expected to take part in continuous module activity, and an end-of-module event.</p>	
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): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Laboratory/Practical Demonstration/Workshop	36
Asynchronous Class Activity	12

Independent Study	152
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Northouse, P. (2022). <i>Leadership: theory and practice</i>. 9th ed. London: SAGE.</p>	
<small>(**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)</small>	
Attendance Requirements	
<p>In line with the Academic Engagement and Attendance 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 Aula, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure</p> <p>For the purposes of this module, academic engagement equates to the following:</p>	

The students will be moderated in two forms. Firstly there will be a group assessment within which students will present a 'mini workshop' on a relevant topic to their peers. This will be interactive with their peers and will encourage peer feedback. The group presentation will be worth 40% of the overall grade.

The first assessment will be complemented by a reflective element wherein the students will analyse a leader of their choosing using the relevant theory. They will then apply this to their own leadership development and reflect upon this. The individual report will be worth 60% of the overall grade

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 students' requirements.

[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)

Supplemental Information

Divisional Programme Board	Management, Organisation and People
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Management, Organisations and People
Moderator	Dr. Hilary Collins
External Examiner	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
Accreditation Details	N/A
Changes/Version Number	2

Assessment: (also refer to Assessment Outcomes Grids below)
This assessment strategy is divided into two aspects – an individual report and group presentation
Group Presentation – 40%
Individual report – 60%
(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
Presentation		X		X	40%	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
Individual report	X	x	x		60%	0

Footnotes

A. Referred to within Assessment Section above. 1. More than one assessment method can be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below:

- Exam - Unseen closed book (standard)
- Exam - Seen closed book
- Exam - Unseen open book
- Exam - Seen open book
- Case study
- Class test (written)
- Design/ Diagram/ Drawing/ Photograph/ Sketch
- Dissertation/ Project report/ Thesis
- Essay

Laboratory/ Clinical/ Field notebook
 Portfolio of written work
 Report of practical/ field/ clinical work
 Review/ Article/ Critique/ Paper
 Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log
 Class test (practical)
 Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral
 Creative output/ Audiotapes/ Videotapes/ Games/ Simulations
 Demonstrations/ Poster presentations/ Exhibitions
 Performance/ Studio work/ Placement/ WBL/ WRL assessment
 Portfolio of practical work
 Presentation
 Objective Structured Clinical Examinations (OSCEs)
 Objective Structured Professional Examinations (OSPRES)

Change Control

What	When	Who