University of the West of Scotland

Module Descriptor

Session: 2024/2025

Title of Module: Sustainable Leadership			
Code: BUSN09XXX	**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
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					
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: ✓
☐	☐	☐	☐	☐	☐	New College Lanarkshire.

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	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 planet's sustainability.

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 **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 Level **9** Apply, skills:

	• 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. Practise in a range of professional level contexts that include a degree of unpredictability.
Generic Cognitive skills	SCQF Level **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 Level **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 Level **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.
Pre-requisites:	Before undertaking this module, the student should have undertaken the following:
	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)
Laboratory/Practical Demonstration/Workshop	36
Asynchronous Class Activity	12
Independent Study	152
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bridges T and Eubank D. (2020) Leading Sustainably: The Path to Sustainable Business and   how the SDGs Change Everything, Routledge.   Click or tap here to enter text.   Click or tap here to enter text.   Details of further resources, including journals and online resources will be identified at the beginning of each delivery in the module handbook, and made available via 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:

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, Organisation and People
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	SBE
Moderator	TBC
External Examiner	TBC
Accreditation Details	N/A
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
This assessment strategy employs a group podcast which will see students identify a contemporary challenge or opportunity for sustainable leaders, using real world examples. 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. 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 provide recommendations for the organisation based upon their findings. This is weighted at 60%.
Assessment 1 – Group Podcast: 40%
Assessment 2 – Poster presentation: 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 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
Podcast			✓			40	

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
Poster Presentation	✓	✓				60	

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
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
					Combined Total for All Components	**100%**	**XX hours**