University of the West of Scotland

Module Descriptor

Session:2024-2025

Title of Module: **Ethical Organisational Management**			
Code: BUSN10072	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr Kae Reynolds		

Summary of Module

Whereas ethical action normally refers to the actions of individuals, such individuals exist in complex networks of relationships organisations, communities, and a global society. This module views ethical organisational management as being rooted in ethical awareness and moral competency, and as a complex social process that seeks to pursue ethical aims via ethical means. Ethical organisational management assumes that operating businesses and organisations implies the imperative of social responsibility. The module introduces students to theoretical foundations, philosophical perspectives, concepts and issues of ethics in relation to individuals, organisations, and society and embeds these in the context of a global society. Students are asked to engage with theory and examine their own values and beliefs. Students are encouraged to explore current issues in organisational contexts autonomously and link knowledge, experience, and perception with theoretical concepts. Students have the occasion to develop skills for critically engaging with, deepen their knowledge, and expand their understanding of research in organisational ethics, relate these to current contexts, and reflect on their own approach to ethical organisational management.

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:
☒	☐	☐	☐	☐	☐	Add name

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 understanding of various theories, models, and concepts relevant to ethical organisational management.
L2	Develop an appreciation of an individual's role in ethical organisational management
L3	Apply in-depth knowledge of selected theories, models, and concepts to critically evaluate ethical issues in contemporary organisations within a global context
L4	Articulate a personal ethical development statement drawing on selected theories, models, and concepts.

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 **10** In relation to ethical organisational management: Demonstrate knowledge of a variety of concepts, models, and theories. Knowledge of self, organisation, society, and global community
Practice: Applied Knowledge and Understanding	SCQF Level **10** In relation to ethical organisational management: Critically apply selected concepts in various organisational contexts. Retrieving, interpreting. and manipulating information from a variety of sources including electronic sources. Problem solving - application of a systematic and critical assessment of complex problems and issues
Generic Cognitive skills	SCQF Level **10** In relation to ethical organisational management: Critically reviewing and evaluating research. Critical thinking: identifying theoretical and practical issues, various perspectives, interrogating assumptions Analytical skills: Explore, analyse, evaluate, and synthesise knowledge and evidence. Personal and professional judgement Writing Presentation
Communication, ICT and Numeracy Skills	SCQF Level **10** Communicating effectively to a range of audiences, including peers and tutors Making effective use of information retrieval systems and information technology applications to support and inform learning.

Autonomy, Accountability and Working with others	SCQF Level **10**
	Autonomous engaged learning: contributing and co-creating relevant learning content. Contributing effectively to group processes, working with others in groups, taking a leadership role where appropriate, being responsible and accountable to a positive learning environment.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: BUSN11073	**Module Title:** Exploring Management and Leadership
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching

The module will be taught by a combination of asynchronous lectures and synchronous seminars/workshops. There is a combination of taught elements, discovery, and autonomous learning, as well as classroom co-creation. In the seminars/workshops a variety of participative teaching methods will be used. The approach to learning and teaching places emphasis on participation and support. Students will be encouraged to take a pro-active and autonomous approach throughout with seminars particularly aimed at encouraging debate and discussion between students and workshops focused on engaging activities. Focused group discussions, moderation of debate and dialogue during seminars, syndicated breakout activities, and formative feedback provided during synchronous supported learning will be strategies aimed at ensuring a quality student experience on the module.

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

Johnson, C. E. (2021). Meeting the Ethical Challenges of Leadership, (7th ed.). Thousand Oaks, CA: SAGE.

Johnson, C. E. (2018). Organizational ethics: A practical approach (4th ed.). Thousand Oaks, CA: SAGE.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

The practical portfolio assessment requires group collaboration during classtime.

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, Organisations & People
Assessment Results (Pass/Fail)	Yes ☐No ☒

School Assessment Board	MOP
Moderator	Bobby Mackie
External Examiner	P. Papadimitriou
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 – An individual written assessment consisting of a Portfolio of Written Work. This will represent 60% of the module mark.
Assessment 2 – An individual written assessment consisting of a Portfolio of Practical Work. This will represent 40% of the module mark.
(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
An individual assessment consisting of a Portfolio of Written Work.			✓	✓	This will represent 60% of the module mark.	

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
An individual assessment consisting of a Portfolio of Practical Work.	✓	✓			This will represent 40% of the module mark.	

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)