Module Descriptor

Title	The Psychology of Leadership (Organisation)		
Session	2025/26	Status	Validated
Code	PSYC11013	SCQF Level	11
Credit Points	10	ECTS (European Credit Transfer Scheme)	5
School	Education and Social Sciences		
Module Co-ordinator	G Bruce		

Summary of Module

This module follows on from the work on the Psychology of Leadership (self). Whether your employee feels included is directly associated with what the leadership says and does (Bourke & Titus, 2020). Furthermore, not understanding your impact can facilitate attrition, low productivity, lack of trust and high staff turnover (Sull, Sull & Zweig, 2022). Understanding the psychology of how others perceive you and the executive roles as a culture setter, e.g. the organisation won't move around any project or transformation unless they "see" the leader's personal commitment to it.

This module will begin the journey of understanding the psychology of leadership within three themes.

1. Understanding "The Self", how does the organisation perceive me and my actions?

2. The Systems (how your organisation positively and less positively responds to your words and actions).

3. Applying the knowledge (enhancing your practice as a psychology-aware leader).

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☒ Online / Distance Learning	

---

[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

		☒ Paisley		☐ Other (specify)	
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 and sophisticated understanding of direct and indirect psychological influence in relation to self and organisation
L2	Apply complex concepts from the leadership to professional organisational scenarios
L3	Demonstrate advanced skills of critical professional reflection and evaluation.
L4	Articulate the outcomes of psychologically-informed professional reflection in an impactful format.
L5	N/A.

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** Demonstrating and/or working with: A critical understanding of the theories, concepts and principles that are relevant to the role and impact of a leader. Extensive, detailed and critical knowledge and understanding of the psychological processes involved in practicing leadership
Practice: Applied Knowledge and Understanding	**SCQF 11** Applying knowledge, skills and understanding: In the use of a range practices and techniques based on psychological theory and/or using measurement to understand the role of leadership practice in cultivating leadership.
Generic Cognitive skills	**SCQF 11** PApplying complex concepts involved in compassionate leadership to professional organisational change scenarios. Critically reflect upon their experience of leadership and change enablers in practice
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrate the ability to present information to an informed audience. Demonstrate the ability to comprehend and critically evaluate numerical, statistical and other forms of data within a research context.
Autonomy, Accountability	**SCQF 11**

and Working with Others	Exercising substantial autonomy and initiative in carrying out personal leadership practice and learning activities.
	Taking responsibility for own work and contributing to the collective learning activities of the group in ways which support and develop critical reflection

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)
Lecture / Core Content Delivery	0
Tutorial / Synchronous Support Activity	18
Asynchronous Class Activity	22
Independent Study	60
n/a	
n/a	
TOTAL	100

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

Abulbasal, R., Ingersoll, A., & Glass, C. (2024). Sociological approaches to women and leadership theory: toward an intersectional approach. Handbook of Research on Gender and Leadership, 84-98.

Carroll, B., Firth, J., Ford, J., & Taylor, S. (2018). The social construction of leadership studies: Representations of rigour and relevance in textbooks. Leadership, 14(2), 159-178.

Contu, F., Aiello, A., & Pierro, A. (2024). Epistemic Uncertainty, Social Dominance Orientation, and Prejudices toward Women in Leadership Roles: Mediation and Moderation Analyses. Social Sciences, 13(1), 54.

Haslam, S. ., Reicher, S. D., & Platow, M. J. (2020). The new psychology of leadership: Identity, influence and power. Routledge.

Hoyt, C. L., & Simon, S. (2024). Social psychological approaches to women and leadership theory. In Handbook of research on gender and leadership (pp. 65-83). Edward Elgar Publishing.

Pittino, D. (2022). The Concise Leadership Textbook: Essential Knowledge and Skills for Developing Yourself as a Leader. Econcise.

(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 university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on campus, including engaging with online learning activites in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessments associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things area going and offer support if we oberve that you have not been attending sessions or completing online activities.

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.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(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	Psychology Social Work
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	UG/PG Psychology
Moderator	A Simpson
External Examiner	A Harris
Accreditation Details	N/A
Module Appears in CPD catalogue	☒ Yes ☐ No
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio of work
Assessment 2
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**
Portfolio	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Descriptor transferred to the new template	20/12/24	Dr C ODonnell
Minor changes implemented following ILR feedback	13/06/25	G Bruce/A Law