

Business and Technology International Campus

B-TIC Level 7

Award In Strategic Leadership

Qualification Specification

Version - 01

2024



B-TIC

**BUSINESS AND TECHNOLOGY
INTERNATIONAL CAMPUS**

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Changes of Specification with Previous Version

Previous Version Number	N/A	Current Version Number	01
Summary of Changes			Page number
N/A			N/A

Qualification Title			B-TIC Level 7 Award In Leadership		
Qualification Number (QN)			2402051		
Level			7		
Duration			2 Months		
Grading System			Pass/Resubmission		
Awarding Organization			Business and Technology International Campus		
Credit Value			20		
Total Qualification Time (TQT)	200	Guided Learning Hours (GLH)	100	Independent Learning Hours (ILH)	100
Entry Requirements			Learners must be at least 21 years old A level 6 Qualification or Equivalent IELTS 5.5 or Equivalent for non-native speakers No formal requirement		
Mode of Delivery			Full Time, Part Time, Face to Face Blended Distanced or any other mode that meet the Learner needs without any unlawful or unfair discrimination to any Learner		
Assessment Method			Course work and appropriate methods		
Language of Instruction and Assessment			English		
Placement Requirements			N/A		

About this Qualification

Qualification Objectives

1. To provide knowledge, skills and understanding to achieve high performance
2. To assist every Learner a successful completion of the Qualification meeting Learner needs through a variety of delivery modes with the preferred choice of location
3. To allow every Learner a successful completion of Qualification at their own pace
4. To make opportunities to enter employment or to progress in the current employment or to set up a business
5. To make the Learners eligible to progress to Higher Education Qualifications in related fields
6. To provide navigation map for Professional Body memberships

Meeting the Qualification Objectives

1. Teaching and assessing up to date skill, knowledge and understanding for higher performance
2. Assisting a range of delivery and learning assessment modes
3. Allowing flexible timeframes and duration to compete the Qualifications
4. Help to ground in employment or to progress in current employment as Learners apply to diversified roles and responsibilities in the relevant industry and to help start up businesses of their preferred choice
5. Developing University partnerships and developing academic skills for Learners and helping appropriate Unit selection to advanced entry progression to Higher Education in Universities
6. Assisting progression to professional Qualifications from Professional Bodies.

Developing Transferable Skills

Transferable skills (Employability skills) are core to improve the career prospect and personal professional development of Learners.

Business and Technology International Campus Qualifications intend to develop the following transferable skills:

Problem-solving skills

- Critical thinking
- Creative skill to solve routine and non-routine problems
- Digital technology skills

Independent skills

- Self-awareness and self-management
- Adaptability and resilience
- Reflection
- Planning and
- Prioritising

Interpersonal skills

- Leadership skills
- Communication skills
- Presentation skills
- Team-ability skills
- Negotiating skills

Commercial skills

- Awareness of the relevant industry sector
- Understanding customer needs
- Finance and Budgeting
- Management Skills

Qualification Framework

Business and Technology International Campus commits all the necessary actions to design its Qualification in accordance with Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, Regulated Qualifications Framework (RQF), Quality Assurance Agency (QAA), Subject Sector Benchmarks and European Qualification Framework. Further Business and Technology International Campus sought to design the Qualification in accordance with relevant Professional Body's requirements.

Equivalences

B-TIC Level 7 Qualifications have been designed equivalent to Level 7 of Regulated Qualifications Framework (RQF) which is at the same level as a Master's degrees.

Collaboration in Qualification Design

Learners completing Business and Technology International Campus Qualifications may enter employments or progress to Higher Education. Thus our Qualifications are designed in collaboration with employers, Universities, Higher Education Institutes, professionals, Professional Bodies, businesses and educational institutions, Learners and Centres to ensure that Qualifications meet needs and expectations of stakeholders.

Progression

Business and Technology International Campus develop articulation arrangements with Universities locally and internationally that provide advanced entry for Business and Technology International Campus Learners from Level 3 to Level 8. However University admission criteria may change time to time and remain at the discretion of them.

On successful completion of the B-TIC Qualifications Learners may:

- Progress to University with advanced entry
- Find an employment
- Continue current employment with progressive competencies
- Commit to Continuing Professional Development (CPD) and
- Start a business

Prior Learning Assessment and Recognition (PLAR)

PLAR is where Learners can meet entry criteria to be eligible to meet the entry requirement of the Qualification or Unit assessment through skill, knowledge and understanding which they already possess.

PLAR can be referred by different institution as follows:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Learning and Achievement (APLA)

Business and Technology International Campus has developed PLAR Policy that allow Learners to skip formal learning which Learner already possess with appropriate demonstration as per the B-TIC PLAR Policy.

Equality and Diversity

In accordance with the B-TIC Equality and Diversity Policy, Business and Technology International Campus offers equal opportunity to all Learners without regard to age, disability, gender, marital status, civil partnership, pregnancy, maternity, race, colour, nationality, ethnicity, national origins, religion, sexual orientation, or any other basis.

When a certain certification's characteristic disadvantages a particular set of Learners, we explicitly state this in the qualification specification.

Qualification Structure

The B-TIC Level 7 Award in Strategic Management and Leadership consists of 1 Mandatory Unit:

Unit Number	Core Units	Credit	TQT	GLH	ILH
7SL1	Strategic Leadership and Developing Leaders	20	200	100	100

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the total number of hours a learner commits to engage on all forms of activities that demonstrate their mastery of a particular Qualification's Learning Outcomes.

TQT consists of “Guided Learning Hours” (GLH) activities and all the other forms of “Independent Learning Hours” (ILH) activities.

Guided Learning Hours (GLH)

Guided Learning Hours (GLH) are the estimated time duration that the Learner is guided to learn in facilitation of Lecturers, Supervisors, Tutors, Trainers and facilitated workshops (hereafter called “FACILITATORS”) etc., for Learners enabling to complete Unit Learning Outcomes at the appropriate standard.

GLH counts real time activities completed by the Learner under direct instruction, supervision and / or immediate guidance) via Physical or Virtual Attendance such as:

- Assignments Reviews
- Building a poster with facilitator
- Classroom-based learning supervised by a teacher
- Class room lectures
- Class room discussions
- E-learning supervised by a teacher in real time
- E-mail conversations
- Formative assessment and feed back
- Invigilated examinations or assessments
- Interview
- Learner feedback with a teacher in real time
- Live webinar or telephone tutorial with a teacher in real time
- Presentation and feedback
- Personal meetings
- Professional discussions
- Question and answer sessions
- Reviewing cases with lecturers

- Supervised induction sessions
- Supervised independent learning
- Supervised literature review
- Summative assessment and feedback
- Work-based learning supervised by a teacher

All other forms of learning activities that are under immediate guidance, instruction, observation or supervision of a facilitator may be counted into Guided Learning Hours (GLH).

Independent Learning Hours (ILH)

“Independent Learning Hours” (ILH) are hours of learning activities that Learners undertake without direct instruction, supervision or immediate guidance.

Depending on the Qualifications and level of Qualifications, a number of autonomous learning activities without direct instruction, supervision, or immediate guiding of the facilitator may occur, such as:

- Independent preparation for classes
- Independent reading and research
- Independent work on projects and work-based learning
- Independent compilation of a portfolio of work experience
- Independent e-learning
- Independent e-assessment
- Independent coursework
- Independent watching of a pre-recorded podcast or webinar
- Independent discussion
- Independent voluntary work

Any other form of learning, education or training, in absence of direct instruction, supervision or immediate guidance of facilitator may be counted as Independent Learning Hours (ILH).

Credit

A Learner who has studied and evaluated the Learning Outcomes of a Unit at a particular level standard of a Qualification will receive the specified number of credits, according to the credit value.

The awarded credits are recorded in a credit transcript that can lead to a Qualification that support the entry to the next progress of Higher Education.

Each credit represents 10 hours of learning time which is equivalent to 10 hours of “TOTAL QUALIFICATION TIME”.

The credit value of the Unit is constant in all contexts regardless of result (Pass or Resubmission), the assessment method or the mode of delivery.

Learners will only be awarded credits for the successful completion of the whole Unit.

Specific requirement of individual Learners and the differing delivery styles that may cause variation in the actual time to complete a Qualification thus values for Total Qualification Time, Guided Learning Hours, Independent Learning Hours and Credit are estimates.

Unit Specifications

Strategic Leadership and Developing Leaders

Unit Title	Strategic Leadership and Developing Leaders
Unit Code	7SL1
Unit Level	Level 7
Credit Value	20
Guided Learning Hours	100
Independent Learning Hours	100
Unit Type	Core
Grading System	Pass / Resubmission

Unit Aims

- To analyse leadership practice in organisations
- To assess the impact of leadership on organisational values
- To develop the leadership strategy for organisational performance
- To develop leaders in organisations

Assessment

Assignment briefs are part of this Unit specification and available to all the Centres and Learners. Centres assess all the Units internally and Business and Technology International Campus externally verify for quality assurance

Learning Outcomes to meet	All 4 Learning Outcomes
Assessment Criteria to cover	All ACs of each Learning Outcome
Assessment method	Course work and appropriate methods
Word count	4500 words approximately

On completion of this Unit the Learner should:

LO - 01	Be able to analyse leadership practice in organisations
AC – 1.1	Explain the importance of strategic leadership in organisations
AC – 1.2	Analyse the leadership styles in organisations
AC – 1.3	Critically explore the exercise of leadership in organisations
LO - 02	Be able to assess the impact of leadership on organisational values
AC – 2.1	Analyse the impact of leadership on strategic decision making
AC – 2.2	Analyse the impact of leadership on organisational culture values
AC – 2.3	Critically review the impact of leadership on values of ethics and corporate social responsibilities to organisations
LO - 03	Be able to develop the leadership strategies for organisational performance
AC – 3.1	Create leadership strategies to improve performance in organisations
AC – 3.2	Generate leadership strategies for organisational sustainability
AC – 3.3	Evaluate leadership strategies for organisational performance and sustainability
LO - 04	Be able to develop leaders in organisations
AC – 4.1	Analyse current leadership requirements in organisations
AC – 4.2	Provide a plan to develop leaders for organisations
AC – 4.3	Evaluate the plan in developing leaders in organisations

Unit Teaching Content:

Learning Outcome - 01: Be able to analyse leadership practice in organisations
AC – 1.1 Explain the importance of strategic leadership in organisations
Definitions of leadership in a range of organisational context; leadership as a strategic competitive advantage; the relationship between management and leadership; strategic goals; streamline processes; strategic productivity; promote innovation; characteristics of strategic leaders; employee motivation; decision making; people skill; driving force; human capital development; ethical practice; strategic direction; change management; execution; vision; mission
AC – 1.2 Analyse the leadership styles in organisations
The qualities approach; traits approach; functional approach; group approach, action-centered leadership; leadership as a behavioural category: styles of leadership; servant leadership, transformational leadership, charismatic leadership, transactional leadership, delegate (Laissez-Faire) leadership, participative (democratic) leadership, authoritarian (autocratic) leadership, contingency theories, transitional or transformational leadership, inspirational or visionary leadership, authentic leadership
AC – 1.3 Critically explore the exercise of leadership in organisations
Leadership and strategy; stakeholder relationships, change and change management; levels of leadership; future thinking, storytelling and scenarios; leadership and ethics; vision, mission and values; process of decision making power and decision making control: power, authority, sources of power, power involvement and compliance; strategic control, power, order and flexibility, delegation, trust and empowerment
Learning Outcome - 02: Be able to assess the impact of leadership on organisational values
AC – 2.1 Analyse the impact of leadership on strategic decision making
Vision; mission; strategic management and leadership; reviewing strategic aims and objectives, improving organisational performance, provide the direction, the purpose for growth, context; creating, communicating and implementing change, developing and leading high performance teams; change management; innovation; managerial roles: follower ship, direct versus indirect leadership, competition, competitive advantage, SMART, employee agreement; skills of the leader to achieve the strategic objectives
AC – 2.2 Analyse the impact of leadership on organisational culture values
Positive culture; negative culture; toxic culture; cultural change; achieving strategic goals; employees communication; importance to ensure that staff can perform their job effectively, team and department collaboration; provide opportunities; learning culture: meet individual learning needs, social learning, flexibility and adaptability when responding to change, leveraging mistakes as a source of learning; customer services; methods; tools; models; frameworks; inspiring confidence in the face of challenges; developing personal networks; uniformity; work-life balance; retention rates; appreciation; connection; meaningful work; customer service; ensuring alignment on mission, purpose and vision; permissibility of making mistakes; management development and Continuous Professional Development (CPD) programmes

AC – 2.3 Critically review the impact of leadership on values of ethics and corporate social responsibilities to organisations

Models of ethics; ethical decision making; integrity; increased loyalty; company scandals; ethical issues; transparency; ethical dilemmas; value-based leadership; values and corporate social responsibility; the concept of corporate social value; profitability; public reputation; codes of business conduct; sustainability; CSR awards

Learning Outcome - 03: Be able to develop leadership strategies for organisational performance

AC – 3.1 Create leadership strategies to improve performance in organisations

Organisation efficiency and effectiveness; optimisation of result; encourage recognition; innovation, new market; new product; financial performance; market performance; shareholder value; culture and creativity, communicate vision; excellence models; delegate and empower; organisational change; commitment to continue education; opportunity seeking; profit; revenue; transform people; developing leaders; organisational growth; cost; productivity; customer service; groups; teams; virtual teams and operational teams; EFQM Excellence Model

AC – 3.2 Generate leadership strategies for organisational sustainability

Fads and trends concept of sustainability leadership; sustainability leadership model; leadership and sustainable development; leadership and the triple bottom line; regulators; activists; pressure groups; markets; investment; social relationship; responsible business practices; resource based view (rbv); strategic priorities; build buy-in amongst colleagues; guide resources and investment into the areas that are most important; engage external stakeholders in a meaningful dialogue; drive performance by stretching the company to achieve goals; stakeholder input; innovation for growth; risk and resilience; reputation and brand; cost savings; motivated employees

AC – 3.3 Evaluate leadership strategies for organisational performance and sustainability

Evaluation tools: surveys, observation, case studies, data, focus groups, interviews, pre-evaluation, ongoing evaluation, post-project evaluation, cost; time; resources used; Return on Investment (ROI); Cost-Benefit Analysis (CBA); budget utilisation; SWOT; PEST; MOST (Mission, Objectives, Strategy and Tactics); heptalysis analysis; De Bono's Six Thinking Hat; Catwoe; MoSCow

Learning Outcome - 04: Be able to develop leaders in organisations

AC – 4.1 Analyse current leadership requirements in organisations

Assess leadership requirements; training and learning; generic challenges: eg virtual organisations, diversity, globalisation, economic climate, world threats, geopolitics; coaching; ethics and corporate social responsibility; knowledge management; e-leadership; career progression; empowerment and support; restructuring; integrity leadership; diverse teams; self-awareness; transparency; ethical behaviour; partnerships and alliances; regulatory: compliance, changes in reporting and control, new technology, interim leadership; succession planning; Leader-Member Exchange Theory

AC – 4.2 Provide a plan to develop leaders for organisations

Applicability to support organisational direction: efficiency, reliability, innovation, adaptation, course corrective strategy, turnaround leadership, cultural issues, personal skills, realistic time-based objectives; using time effectively; time Vs productivity; communication skills; active listening; questioning; conflict management skills; setting SMART; prioritising work tasks; dealing with time wasters; effective delegation skills; stress management skills; problem solving skills; decision making skills; learning and development skills.

Professional skills; counselling; mentoring skills; coaching skills; leadership skills; multi-tasking; using occupational standards to identify competencies; simultaneous tasks; continuing self-development to meet requirements for professional bodies: eg learning new skills and knowledge, developing in current and future leadership roles, leading and chairing meetings, delivering effective presentations

AC – 4.3 Evaluate the plan in developing leaders in an organisation

EFQM Excellence Model; balanced scorecard; strategy maps; development of leadership skills; different methods of developing leaders through formal learning; self-help and developmental activities: eg training courses, job rotation, seminars, executive coaching, mentoring, assessment centres; action learning; self-directed learning: reading articles, partnership with key academics; changing methodology in leadership development programmes; benefits of self-help activities: eg learning from mistakes, viewing events from multiple perspectives; developing leaders; recruiting leaders; model for assessing future leadership requirements: eg Council for Excellence in Leadership and Management diagnostic tools; leadership competencies: eg thinking and acting strategically, emotional intelligence, social intelligence, ability to learn, systems thinking; evaluation tools: surveys, observation, case studies, data, focus groups, interviews pre-evaluation, ongoing-evaluation, post-project evaluation; cost; achieving strategic goals; learning culture; methods: eg using conceptual tools to identify.

Essential Reading and Resource List

Core Text books

- Adair, J. (2007) *How to grow leaders: the seven key principles of effective leadership development*. London: Kogan Page.
- Mullins, L. (2010) *Management and Organisational Behaviour*. London: Pearson Ltd.
- Northouse, P. (2010) *Leadership: Theory and Practice*. 5th Ed, Sage Publications.

Additional Reading

- Avery, G. C. (2005) *Understanding Leadership*. London: Sage Publications.
- Bass, B. M. and Riggio, R. (2005) *Transformational Leadership*. 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates.
- George, B. (2003) *Authentic Leadership*. San Francisco: Jossey-Bass.
- Hargreaves, A. Fink, D. (2006) *Sustainable Leadership*. San Francisco: Jossey Bass.
- Sinclair, A. and Agyeman, B. (2004) *Building Global Leadership: Strategies for success*. Roffey Park Institute.

Journals & Newspapers:

- European Management Journal
- Journal of Leadership and Organisational Studies
- Journal of Leadership Studies
- Management Today (Haymarket Business Media)
- People Management (Chartered Institute of Personnel and Development)
- Professional Manager (Chartered Management Institute)
- The Leadership Quarterly

Websites:

www.aqa.co.uk

www.cipd.co.uk

www.cityandguilds.co.uk

www.businesslink.gov.uk

www.managementhelp.org

www.management-standards.org.uk

www.mindtools.com