



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Level 7 Diploma in Ethical Leadership

Specification (For Centres)

October 2023

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## About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

### Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

### Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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# 1 Introduction

## 1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

## 1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualifications.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

### **1.3 Qualification Titles and Codes**

This qualification has been accredited to the Regulated Qualification Framework (RQF) and have their own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QANs for these qualifications are as follows:

**Qualifi Level 7 Diploma in Ethical Leadership (603/4994/3)**

### **1.4 Awarding Organisation**

QUALIFI LTD

## **2 Qualification Purpose, Rational, Aims Outcomes**

### **2.1 Qualification Purpose**

This Qualification has been created to develop CPD (continuing professional development) in ethical Leadership, for those who want to draw from their personal experience and develop their leadership understanding and skills, professionally academically and practically for their personal and professional development. The focus of this qualification is the exploration and practical research into ethical leadership as a subject in order to apply this knowledge into a new environment.

The Level 7 qualification will require Learners to critically evaluate, challenge and synthesise a wide range of current leadership roles, tools, techniques and models . The emphasis placed on current Leadership concepts and requires the examination and impact of thical ethical requirements that are more relevant to the 21st century business environment and context and goes beyond the normal examination of Anglo-American management models.

This Level 7 Diploma is designed for developing an individual knowledge skills and strategies within ethical leadership in order to apply the principals learned into a new environment effecting corporate performance.

The Diploma requires the student to build a knowledge and understanding in strategic direction and ethical leadership in order to focus their growth and personal development in order to make it competitive and responsive to tomorrow's business.

### **2.2 Rationale for the Diploma**

The rationale of the Diploma is to provide recognition for those who wish to develop their own abilities within the broader picture for ethical leadership. The key outcome of this Diploma is to prepare a student academically within a subject they have knowledge and experience and apply this knowledge into a new or varied situation.

The Diploma creates learning that advances the ethical leadership of organisations, offering conceptual and practical insights that are applicable in the different establishments of today and tomorrow.

Furthermore, we look to develop the leaders of the future through the creation and delivery of learning appropriate for their specific area. The Diploma will allow a student to understand contemporary issues which are identified and evaluated so that they can develop a true vocational understanding on the working environment as well as an academic perspective.

The qualification will enable Learners to become independent, self-directed learners with tools and motivation to continue learning, developing and reflecting on practice throughout their careers.

### **2.3 Overall Aims of the Diploma**

The Diploma provides the opportunity for individuals to develop and extend the knowledge and understanding they have presently and apply this into another vocational area. The course aims for the following:

- To improve understanding of the role of ethical leadership, for individual's in sport; business or organisations.
- To develop the ability to take responsibility for people, projects and operations, needed to deliver successful projects.
- To encourage engagement in research and its practical application in your area of interest.
- To enhance students' intellectual and transferable skills, their critical thinking, analytical, presentational and organisational skills within ethical leadership, and application of these principles to different sporting areas; organisations and business's.
- To encourage the learner to develop reflective skills to aid their personal and professional development.

### **2.4 Learning Outcomes**

The overall learning outcomes of the Diploma are for learners to:

1. Examine and critically reflect upon strategies for effective ethical leadership in a broad range of contexts analysing the moral dilemmas and problems by thinking through the economic, legal and ethical parameters of a managerial decisions.
2. Critical analyse ethical leadership practices as applied to the core principles in a broad range of contexts reflecting on strategies for effective management.
3. Enhance their understanding of ethical decision-making and corporate social responsibility (CSR), guided by international organizations and experts.
4. Understand reflective practice and its implications for personal and professional development.
5. Conduct primary research in the field of ethical leadership.
6. Communicate ideas clearly and effectively, and reflect on the importance of communicating in a style appropriate to a variety of audiences, in a variety of formats (written, oral, etc.)
7. Review, critically evaluate and integrate information from a variety of theories, models and/or methods in formal research in a practical manner.
8. Apply analytical thinking and problem-solving skills to a range of theoretical and practical scenarios.
9. Communicate effectively in oral and written format.

10. Evaluate and review how their own skills and work can contribute to ethical leadership in sport in business or larger organisations.
11. Identify and apply ideas and concepts from one domain to another.

These are the overall learning outcomes in line with a level 7 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

## **3. Delivering the Qualifications**

### **3.1 Quality Assurance Arrangements**

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates' assignments
- agrees the final mark and issues certificates.

### **3.2 Access to Study**

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma specification, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

### 3.3 Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be assessed on an individual basis.

In certain circumstances, individuals with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

## 4 Structure of the Qualification

### 4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Ethical Leadership is a Level 7 qualification totalling 600 Total Qualification time (TQT) and 60 credits.

These units have been designed from a learning time perspective and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.



Some examples of activities which can contribute to Guided Learning include:

- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## 4.2 Qualification Structure

This qualification is divided into 3 units which can be mapped to the research and development modules within the HE Framework. All units are compulsory within this context although the specific focus will be flexible and will relate to the individuals preferred vocational area.

### QUALIFI Level 7 Diploma in Ethical Leadership

The Level 7 Diploma focuses upon developing understanding, skills and abilities to equip the learner with the awareness and aptitudes to be an effective strategic manager and leader within their identified context.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
D/617/7491	Contemporary Issues Underpinning Ethical Leadership	7	300	30	120
H/617/7492	Developing Research	7	150	15	60
K/617/7493	Effective Communication through CPD	7	150	15	60

## 4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 7 Diploma in Ethical Leadership** can progress to:

- A university partner to complete a relevant master’s degree, subject to approval.
- Directly into employment in an associated profession.

## 4.4 University Exemptions

QUALIFI has exemptions for learners to progress to a number of universities to complete a master's degree. The pathways are an indication of a learner's progress towards a university degree and are based on the university's review of QUALIFI's learning programmes and outcomes. Further information is available here <http://www.QUALIFI.net/learning-pathways/>

## 4.5 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

## 5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

## 6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

### 6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 7. Assessment

The qualification is vocational as can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate the knowledge, and critical understanding of theories to practice, which reveals original thought and demonstrates problem solving skills. Recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

For further information please contact Qualifi.

## **8. Course Regulations**

### **8.1 Course Requirements**

Learners must complete all units and pass the appropriate mark to receive the Diploma.

QUALIFI will issue certificates to all successful learners through the registered centres.

### **8.2 Classification of Awards**

All qualifications are pass/fail. Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

### **8.3. Learner Voice**

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

### **8.4 Complaints**

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## **9 Equality and Diversity**

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics). Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

## **10. Further Professional Development and Training**

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 1158882323

Or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

Website: [www.QUALIFI.net](http://www.QUALIFI.net) [www.QUALIFI-international.com](http://www.QUALIFI-international.com)

## Appendix 1: Unit Descriptors

### QUALIFI Level 7 Diploma in Ethical Leadership

#### Unit CPD701: Contemporary Issues Underpinning Leadership in CPD.

Unit code:  
RQF level: 7

#### Unit Aim

The aim of this unit is to encourage the learner to explore and critically evaluate literature using their own experience in leadership and reflect upon their CPD to date. Learners will be encouraged to evaluate leadership models and critically examine the use of self-appraisal techniques within the context of CPD.

#### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: To achieve this unit, the Learner will be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates the learner can:</b>
1. Critically reflect on contemporary issues underpinning Ethical leadership in CPD	1.1 Develop a portfolio of CPD evidence contextualising initial understanding of ethical leadership
2. Evaluate and analyse models of practices to ethical leadership.	2.1 Review the literature to critically analyse your understanding of ethical leadership within you're your present context.
3. Critically reflect on strategies for effective ethical leadership in a broad range of contexts.	3.1 Critically analyse and evaluate the models and recent theories of ethical leadership within your new context thus applying the principles to other domains.

## Delivery and Assessment Guidance

This unit offers a range of different teaching and learning methods, resulting in a blended format, and includes the following:

1. Workshops, seminars and tutorials; if a small geographically placed group is available or 1-1 support for structured dissertation supervision.
2. Group discussion and debate on discussion boards.
3. Audio-visual teaching, e-learning and online discussion.
4. Analysis of documents, printed texts, artefacts, film, oral testimony, buildings and landscape.
5. All content will be supported by a virtual learning environment (VLE).

The assessment methods should ensure learners are able to:

1. Write essays, research reviews, reports and case studies to the required level.
2. Develop research-portfolios, reflecting on process.
3. Make formal proposals for case studies & reflective writing.
4. Develop oral presentations with supportive visual aids.

## Core Reading

Bell J (2009) *Doing your Research Project* 9<sup>th</sup> edition

Bowden, J. (2011) *Writing a report: how to prepare, write and present effective reports*. 9<sup>th</sup> edition. Oxford: How to Books.

Costley, C., Elliott, G. and Gibbs, P. (2010) *Doing Work Based Research – Approaches to Enquiry for Insider-Researchers*. Cornwall: Sage.

Cottrell, S (2014) *Dissertations and project reports: a step by step guide*. Basingstoke: Hampshire

## Recommended Books / Further reading

Adaire John 2009 *Effective Leadership* Pan Books

Bennett, B., Dawes, G. and Cunningham, I. (2000) *Self-Managed Learning in Action; putting SML into Practice*. Aldershot: Gower.

Cressey, P., Boud D. and Docherty, P. (eds.) (2006) *Productive Reflection at Work: Learning for Changing Organisations*. London: Routledge.

Helyer, R. (2015) *The Work-Based Learning Student Handbook*. Basingstoke: Palgrave McMillan.

<https://arvisinstitute.com/ethical-leadership-circumstances-challenges-and-conflict->

[https://www.researchgate.net/publication/320941661\\_A\\_Review\\_of\\_Ethical\\_Leadership\\_and\\_Other\\_Ethics-Related\\_Leadership\\_Theories](https://www.researchgate.net/publication/320941661_A_Review_of_Ethical_Leadership_and_Other_Ethics-Related_Leadership_Theories)

**A Review of Ethical Leadership and Other Ethics- Related Leadership Theories**  
**October 2017**  
**European Scientific Journal 13(29)**

**DOI:10.19044/esj.2017.v13n29p10**

<https://leadingincontext.com/2012/10/03/what-is-unethical-leadership/>

Hart, C. (2005) *Doing your Masters Dissertation: realizing your potential as a social scientist*. London: Sage.

Hayes John 2014 (4<sup>th</sup> Ed) *The Theory and Practice of Change Management* Palgrave MacMillan

Machi, L.A. and McEvoy, B.T. (2012) *The literature review: six steps to success*. 2<sup>nd</sup> edn. London: Corwin.

Mullins, L. (2013) *Management and Organisational Behaviour*. 10<sup>th</sup> edn. Harlow: Pearson.

Ridley, D. (2012) *The literature review: a step-by- step guide for students*. London: Sage

Worthington I and Britton C 2013 (6<sup>th</sup> Ed) *The Business Environment* Prentice Hill (Pearson Education)

#### **Databases and Websites**

Business balls (2017) Project management tools [on-line]. Available at:

<http://www.businessballs.com/project.htm> (Accessed 22/08/17)

Manchester University (2017) Academic Phrasebook [on-line]. Available at:

<http://www.phrasebank.manchester.ac.uk/> (Accessed 22/08/17)

Mind Tools (2017) Project Management Tools [on-line]. Available at:

[http://www.mindtools.com/pages/main/newMN\\_PPM.htm](http://www.mindtools.com/pages/main/newMN_PPM.htm) (Accessed 22/08/17)

Project Smart (2017) *SMART Goals* [online]. Available at <http://www.projectsart.co.uk/smart-goals-objectives.html> (Accessed 22/08/17)

Virtual Training Suite (2017) *Virtual Training Suite* [on-line]. Available at: <http://www.vtstutorials.co.uk/> (Accessed 22/08/17)



## Unit CPD702: Developing Research and CPD.

Unit code:

RQF level: 7

### Unit Aim

This unit requires the learner to identify an issue through the lens of 'research' constructing a short research project. This should be designed as a technical exercise to explore a specific area for the learner's future and the CPD related to this in the field of leadership. This unit develops the learner's understanding of clinical reviews and methodology for research.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: To achieve this unit, the Learner will be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates the learner can:</b>
1. Critically review approaches to research.	<b>1.1</b> Critically examine methods and methodologies for research. <b>1.2</b> Evaluate Research Methods and approaches.
2. Develop a research strategy for governance and leadership in a given sector.	2.1 Discuss approaches or both quantitative and qualitative data collection 2.2 Demonstrate a critical understanding of the ethical issues related to an investigation.
3. Conduct primary research in the field of leadership.	3.1 Design and conduct a research project.

## Delivery and Assessment Guidance

This unit offers a range of different teaching and learning methods, resulting in a blended format, and includes the following:

1. Workshops, seminars and tutorials; if a small geographically placed group is available or 1-1 support for structured dissertation supervision.
2. Group discussion and debate on discussion boards.
3. Audio-visual teaching, e-learning and online discussion.
4. Analysis of documents, printed texts, artefacts, film, oral testimony, buildings and landscape.
5. All content will be supported by a virtual learning environment (VLE).

The assessment methods should ensure learners are able to:

1. Write essays, research reviews, reports and case studies to the required level.
2. Develop research-portfolios, reflecting on process.
3. Make formal proposals for case studies & reflective writing.
4. Develop oral presentations with supportive visual aids.

## Core Reading

Bell J (2009) *Doing your Research Project* 9<sup>th</sup> edition

Bowden, J. (2011) *Writing a report: how to prepare, write and present effective reports*. 9<sup>th</sup> edition. Oxford: How to Books.

Costley, C., Elliott, G. and Gibbs, P. (2010) *Doing Work Based Research – Approaches to Enquiry for Insider-Researchers*. Cornwall: Sage.

Cottrell, S (2014) *Dissertations and project reports: a step by step guide*. Basingstoke: Hampshire

## Unit CPD703: Effective Communication through CPD.

Unit code:  
RQF level: 7

### Unit Aim

The aim of this unit is to examine how learners can communicate ideas clearly and effectively, and reflect on the importance of communicating in a style appropriate to a variety of audiences. in a variety of formats (written, oral, etc.)

Learners will be assessed on how they can translate technical and critical knowledge of issues of leadership into well formulated ideas with informed communication.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: To achieve this unit, the Learner will be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates the learner can:</b>
1. Critically evaluate and integrate information from a variety of theories, models and/or methods in a practical manner.	1.1 Communicate ideas clearly and effectively and reflect on the importance of communicating in a style appropriate to a variety of audience.
2. Evaluate and review how their own skills and work can contribute to ethical leadership.	2.1 Translate technical and critical knowledge of issues of ethical leadership in business into well formulated ideas and informed communication. 2.2 Analyse reflective practice and its implications for personal and professional development.
3. Evaluate and apply ideas and concepts from one domain to another.	3.1 Apply analytical thinking and problem-solving skills to a range of theoretical and practical scenarios.

## Delivery and Assessment Guidance

This unit offers a range of different teaching and learning methods, resulting in a blended format, and includes the following:

1. Workshops, seminars and tutorials; if a small geographically placed group is available or 1-1 support for structured dissertation supervision.
2. Group discussion and debate on discussion boards.
3. Audio-visual teaching, e-learning and online discussion.
4. Analysis of documents, printed texts, artefacts, film, oral testimony, buildings and landscape.
5. All content will be supported by a virtual learning environment (VLE).

The assessment methods should ensure learners are able to:

1. Write essays, research reviews, reports and case studies to the required level.
2. Develop research-portfolios, reflecting on process.
3. Make formal proposals for case studies & reflective writing.
4. Develop oral presentations with supportive visual aids.

## Core Reading

Bell J (2009) *Doing your Research Project* 9<sup>th</sup> edition

Bowden, J. (2011) *Writing a report: how to prepare, write and present effective reports*. 9<sup>th</sup> edition. Oxford: How to Books.

Costley, C., Elliott, G. and Gibbs, P. (2010) *Doing Work Based Research – Approaches to Enquiry for Insider-Researchers*. Cornwall: Sage.

Cottrell, S (2014) *Dissertations and project reports: a step by step guide*. Basingstoke: Hampshire

## Resources

### Core/essential reading

Bell J (2009) *Doing your Research Project* 9<sup>th</sup> edition

Bowden, J. (2011) *Writing a report: how to prepare, write and present effective reports*. 9<sup>th</sup> edition. Oxford: How To Books.

Costley, C., Elliott, G. and Gibbs, P. (2010) *Doing Work Based Research – Approaches to Enquiry for Insider-Researchers*. Cornwall: Sage.

Cottrell, S (2014) *Dissertations and project reports: a step by step guide*. Basingstoke: Hampshire

### Recommended Books / Further reading

Bennett, B., Dawes, G. and Cunningham, I. (2000) *Self-Managed Learning in Action; putting SML into Practice*. Aldershot: Gower.

Cressey, P., Boud D. and Docherty, P. (eds.) (2006) *Productive Reflection at Work: Learning for Changing Organisations*. London: Routledge.

Helyer, R. (2015) *The Work-Based Learning Student Handbook*. Basingstoke: Palgrave McMillan.

Hart, C. (2005) *Doing your Masters Dissertation: realizing your potential as a social scientist*. London: Sage.

Machi, L.A. and McEvoy, B.T. (2012) *The literature review: six steps to success*. 2<sup>nd</sup> edn. London: Corwin.

Mullins, L. (2013) *Management and Organisational Behaviour*. 10<sup>th</sup> edn. Harlow: Pearson.

Ridley, D. (2012) *The literature review: a step-by- step guide for students*. London: Sage

### Databases and websites

Business balls (2017) Project management tools [on-line]. Available at: <http://www.businessballs.com/project.htm> (Accessed 22/08/17)

Manchester University (2017) Academic Phrasebook [on-line]. Available at: <http://www.phrasebank.manchester.ac.uk/> (Accessed 22/08/17)

Mind Tools (2017) Project Management Tools [on-line]. Available at: [http://www.mindtools.com/pages/main/newMN\\_PPM.htm](http://www.mindtools.com/pages/main/newMN_PPM.htm) (Accessed 22/08/17)

Project Smart (2017) *SMART Goals* [online]. Available at <http://www.projectsmart.co.uk/smart-goals-objectives.html> (Accessed 22/08/17)

Virtual Training Suite (2017) *Virtual Training Suite* [on-line]. Available at: <http://www.vtstutorials.co.uk/> (Accessed 22/08/17)