LONDON
EXAMINATIONS BOARD

Programme Endorsed by Traingogy

Professional Diploma
in Oxford Leadership

Review Date	Reviewed by	Approved by	Amendment Made?

Programme Summary

Programme Endorsed by:	Traingogy
Course Title(s):	i. Professional Diploma in Oxford Leadership ii. Professional Certificate in Oxford Leadership
Awards to be Conferred	Professional Diploma and Professional Certificate
Awarding Body	London Examinations Board (LEB) and Association of Certified Professional (ACP) in association with Traingogy, KLIEC and an Accredited Training Provider of KLIEC

Programme Managed by:	Kuala Lumpur International Education Consortium Berhad (KLIEC)
Academic Director:	Prof. Dato' Dr. Azahari Othman
Accredited Training Provider of KLIEC:	Barefoot Consultancy

Mode/Study Pattern:	Blended Learning
Language:	English and Bahasa Melayu
Duration for completion:	6 to 12 months
Start Date:	January 2023
Proposed Annual Intake:	January, April, July, October

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PART III

PART I

1. INTRODUCTION

As training and education sector evolves exponentially after the pandemic, so does demand for accredited programmes or at least courses with micro-credential. Nevertheless, designing a credit-bearing education programme with proper accreditation is entirely a different ballgame as compared to designing a non-accredited training course.

This Professional Diploma in Oxford Leadership programme is developed and among accredited programmes to cater for as many spectrums of the education market in Malaysia as possible, highly attractive to the potential students and deemed worthy to the paymasters.

This programme is designed based on the International Multi-accreditation Programmes for Academic, Human Capital and Talent Development (IMPACT) blueprint designed by Kuala Lumpur International Education Consortium.

1.1 Programme Aims

This programme aims to provide skills and knowledge in leadership that are practical and marketable for all types of industries especially the public and private sectors.

The main objective of this programme is to develop and equip participants to become professional leadership practitioners and educators with strong leadership knowledge and thought, and to inspire people to achieve results in the context within which they are placed.

Targeted programme participants include but not limited to the following categories from all sectors of industries:

➢ Directors, CEOs, Senior & Middle Managers of corporate companies and public sectors.

➢ Head of Department and Senior Executives

➢ Business Owners & Entrepreneurs

➢ Any individuals who like to gain skills and knowledge in the area of leadership, and to pursue to the highest level of professional education and learning.

1.2 Programme Learning Outcomes

At the end of the program, the students will be able:

➢ To understand the broad scope of 'leadership' comprises quite a large treasure chest of qualities, characteristics, philosophies, methods, systems, and ideas; all for the purpose of helping and developing others, and accomplishing goals.

➢ To understand, learn, develop and deploy leadership capabilities in a deeper, wider, larger, newer, and different manner.

➢ To understand leadership model for mobilising groups and factions to confront and deal with problematic realities, begin to learn new ways of thinking and behaving, and steadily change their values and accomplish worthwhile tasks.

➢ To understand and implement strategic change is a critical complementary skill to the capacity to conceive new strategic directions and vision of the organization.

➢ To understand how to interact effectively with members of cultures other than their own, specifically in the context of international business relations.

➢ To understand that ethical values, translated into active language establishing standards or rules describing the kind of behaviour an ethical person should and should not engage in. This is also known as ethical principles that incorporate the characteristics and values that most people associate with ethical behaviour.

➢ To understand about the importance of self-awareness, emotional intelligence and intuitive intelligence to boost effectiveness in their communication methods, to adopt a more strategic approach in responding assertively when dealing with aggressive or submissive people, and to positively influence and persuade individuals, achieving confidence in dealing with conflict, difficult situations and people, and establishing leadership credibility when applying swift decision-making and problem-solving techniques.

2. PROGRAMME & CURRICULUM STRUCTURE

2.1 Structure

This programme accrues 60 Credits. The course will be conducted primarily as a blended programme combining face-to-face seminars and self-instructional learning. Students needs to submit a final project. The final exam is in the form of a viva presentation.

To further facilitate the students, the program duration will be divided into three parts:

Part 1: 6 Core Units [36 Credits]
Face-to-face seminar and self-instructional learning of 360 hours
- Developing and Preserving High Integrity and Ethics *(6 Credits)*
- Leading and Developing Capability and Capacity *(6 Credits)*
- Visioning and Leading Successful Change *(6 Credits)*
- Ceremonial Leadership and the Power of Influencing *(6 Credits)*
- Handling Cultural Diversity *(6 Credits)*
- Making Sense of Complexity and Ambiguity *(6 Credits)*

Part 2: Final Project [12 Credits]
Final Project – Compulsory to Pass
- Final Project *(12 Credits)*

Part 3: Final Viva Examination [12 Credits]
Oral Exam – Compulsory to Pass
- Final Viva Examination *(12 Credits)*
- London Innovation and Strategy Award (LISA) which is available in selected Exam Centre only will be granted for students achieving Very High Distinction Mark of 90% and above.

2.2 Overview of the Programme Structure

(a) There are 6 Core units of 6 credits each.

(b) A Final Project carries 12 credits.

(c) A Final Examination carries 12 credits.

(d) To complete the programme and gain the Professional Diploma award, students must also successfully complete all the coursework and project and earn a total of 60 credits.

(e) Those who are unable to fully complete the Professional Diploma qualification can still be awarded with a Professional Certificate Level 3 of

the same title subject to completion of minimum 36 credits hours of this Level 4 Programme.

(f) Students are required to complete their Professional Diploma in a maximum of 12 months from the time of enrolment as a student.

2.3 Standard Delivery Mode

Blended Learning Mode – Each taught unit will have a total of no less than 6 hours of face-to-face lectures. Online and offline access to the Lecturer and Supervisor is available.

The Student Learning Time for the 36-credit core unit delivery:

Unit	Face-to-face (hour)	Self-instructional learning (hour)	Total (hour)
Developing and Preserving High Integrity and Ethics	6	54	60
Leading and Developing Capability and Capacity	6	54	60
Visioning and Leading Successful Change	6	54	60
Ceremonial Leadership and the Power of Influencing	6	54	60
Handling Cultural Diversity	6	54	60
Making Sense of Complexity and Ambiguity	6	54	60
Total	**36**	**324**	**360**

2.4 Alternative Delivery Mode

Professional Diploma by Research – Students need to submit a 7,000-word Final Project to earn 48 credits, in lieu of the Part 1 and 2 of this programme. The Final Project must be supervised by an Approved Supervisor. Marking should be first marked by the Approved Supervisor. The Academic Director (or any Approved Marker) shall mark the Final Project prior to the Final Viva Examination.

PART II

3. ADMISSION CRITERIA FOR ENTRY

An applicant may be admitted on the basis of evidence to suggest that he/she will be able to fulfil and benefit from the objectives of the programme and achieve the standard required for the award.

3.1 Summary of Entry Requirements

This programme is offered in 4 levels with the entry requirements as follows:

Professional Diploma Level 4

    (a) Level 3 certificate holders in any field of study; or

    (b) Applicants 21 years old and above without any academic qualification or work experience.

Professional Certificate Level 3

    (a) Level 2 certificate holders in any field of study; or

    (b) Applicants 19 years old and above without any academic qualification or work experience.

Professional Certificate Level 2

    (a) Level 1 certificate holders in any field of study; or

    (b) Applicants 17 years old and above without any academic qualification or work experience.

Professional Certificate Level 1

    (a) Applicants below 17 years old without any academic qualification or work experience.

Applicants must Demonstrate English Language and Bahasa Melayu proficiency in order to participate in the programme taught in both English and Bahasa Melayu.

3.2 Advanced Standing / Exemptions / Credits Transfer (APL)

Consideration for the above for students admitted onto the programme may be considered either at the beginning of a programme, or beyond the beginning of a programme, through an assessment of that student's prior learning, whether certificated or un-certificated. The process for making such a decision is known as the Accreditation of Prior Learning (APL) is a matter of academic judgment exercised by the appointed panel considering applications and approvals of APL.

Where cohorts of students are to be admitted with advanced standing on a regular basis, the arrangement should be subject to an Academic Progression Agreement.

4. TEACHING AND LEARNING STRATEGIES

Central to the philosophy of the programme is the desire to produce independent and thinking students who can use their theoretical knowledge creatively in a variety of contexts, bringing to bear initiative, and application of knowledge and skills acquired through their learning and development.

4.1 Approach

Student centred learning will be strongly encouraged and developed. Action Learning, Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning strategies.

Online Learning, case analysis and self-directed learning resources will be available to support the delivery and attainment of the intended learning outcomes.

The programme will, therefore, "progress significantly beyond the delivery of subject knowledge" and will incorporate knowledge and learning, discourse and informed dialogue, and self-development. It should be noted that the focus will be on facilitating learning rather than teaching and, in this respect, the strategy is designed to facilitate the "deep learning" attributed to a more active participation and self-exploration and discovery of knowledge by students.

5. ASSESSMENT STRATEGY

Breakdown of assessment:

Module	Credit Earned	Assessment Method
Module 1	6	100% Attendance
Module 2	6	100% Attendance
Module 3	6	100% Attendance
Module 4	6	100% Attendance
Module 5	6	100% Attendance
Module 6	6	100% Attendance
Final Project	12	100% Marking of Final Project
Final Viva Exam	12	100% Viva Examination
Total	**60**	**-**

5.1 The Assessment Aims

The aim of the assessment strategy is to identify formal practices and procedures for assessing and appraising the performance of the students to enable judgments and decisions to be reached concerning:

(a) The progression of students through the programme;

(b) How well students have met the programme learning outcomes through the combination of the individual unit learning outcomes;

(c) The provision of feedback information to students concerning their performance and how they adhered to the generic assessment criteria and the unit-specific assessment criteria;

(d) The award of credits for individual units;

(e) The granting of the Professional Diploma award; and

(f) The granting of Professional Certificate awards should the student fail to complete the programme but successfully completes specific elements.

The underpinning principles which drive the assessment strategies adopted for this programme are the profile of the target students and the programme itself (its philosophy and associated learning outcomes).

The section below summarises the varied assessment tasks or instruments which will be employed in assessing the different programme learning outcomes.

➤ Final Project in the form of PowerPoint Presentation Slides or any other form as approved by KLIEC; and

➤ Final Examination in the form of Viva either individually or in a group.

5.2   Class Participation and Workshop Assessment

Class participation and hands-on workshops may be included in the assessment of the programme. Workshops and classroom participation or contribution is an assessment strategy used to (i) encourage students to demonstrate their understanding; (ii) to participate in class discussion; and (iii) to motivate students to do the background reading and preparation for a class session. The assessment of hands-on workshops and their participation in a classroom encourages put into practice what they have learned and rewards the development of oral skills, and group skills such as interacting and cooperating with peers and a tutor. Classroom participation also encompasses active learning in a lab, studio, tutorial, team or group, online (e.g. in portfolios and Learning Management Systems) or in role-plays and simulations.

5.3   Case Studies

Selected case studies may be incorporated into the assessment of units.

5.4   Simulation

Often students will be assessed via scenario and simulation types of tasks related to the intended learning outcomes.

5.5   General Assessment Criteria for the Diploma

Each unit in the programme has specific learning outcomes. There are however some general criteria that will be applied. In assessing a student's work, the following factors will be used for guidance:

(a) An effectively organised and directed response to the question posed;

(b) An appropriate range of relevant material applied to the work environment;

(c) The ability to evaluate critically all arguments;

(d) The ability to justify in a coherent manner points identified and conclusions reached;

(e) An acceptable standard of literacy;

(f) Adherence to any specified word length; and

(g) Compliance with instructions.

5.6   Generic Assessment Criteria

To provide feedback to students, the following grading scale will be used for all assessed elements.

Distinction: 70% or over
An outstanding piece of work incorporating and integrating both original and secondary sources with a high standard of presentation. The work addresses the brief as set in full. A creative response demonstrating a thorough understanding, analysis and judgment of the central issues. There is extensive coverage balanced with careful selection and organisation of material.

Merit: Between 60% and 69%
A good response to the assignment, well-structured and presented incorporating relevant information. The work addresses the brief as set in full. In-depth understanding of salient issues and evidence of wide reading. Extensive analytical coverage with confident and balanced selection and organisation of material. May however lack synergy in places with some important ideas not being fully explored.

Pass: Between 50% and 59%
An acceptable answer that covers the majority of the key issues but may not be sufficiently complete to develop a full understanding of the situation. The brief has been addressed, although some area might not be as fully developed as others. Consideration of the academic underpinning and practical application of material may be limited, perhaps providing only partial consideration of the issues. The analysis is generally adequate but may be overly descriptive in places, lacking critical analysis and displaying limited evidence of the application of wider reading.

Fail: Less than 50%
Work contains errors, omissions or poorly expressed ideas; in some cases, these omissions may be fundamental. The assessment brief is not addressed to a material extent, either as a whole or in significant dimensions. Lacks an adequate theoretical and conceptual base thereby failing to identify the key issues and possibly demonstrating a basic misunderstanding of the brief. The structure is not always clear possibly due to the student's own lack of understanding. There is no clear line of argument, with passages not being adequately linked and explained. There is little or no evidence of wider reading.

6. ACADEMIC REGULATIONS

The programme will be governed by the following regulations stipulated in this programme hand book.

6.1 Requirements for the Professional Diploma

Students should have completed and successfully passed both Part 1, Part 2 and Part 3 with a total of sixty (60) Credits.

6.2 Grades, Graded Point Average and Final Award Classifications

The Table below sets out the classification bands will apply:

Marks	LEB GPA	LEB Grade	LEB Classification
85 - 100	4.00	A+	HIGH DISTINCTION
70 - 84	3.75	A	DISTINCTION
65 - 69	3.50	B+	HIGH MERIT
60 - 64	3.00	B	MERIT
55 - 59	2.50	C+	HIGH PASS
50 - 54	2.00	C	PASS
45 - 49	1.75	D	MARGINAL FAIL
35 - 44	1.50	E	FAIL
0 - 34	1.00	F	HIGH FAIL

6.3 Professional Diploma with Distinction

The Professional Diploma with Distinction may be awarded to candidates of exceptional merit. In order for the Board of Examiners to consider making the award, a candidate will be required to:

(a) Pass all the units of the Professional Diploma stage at the first attempt; and

(b) Achieve an overall aggregate unit mark of 70% or above.

6.4 Resits

The Board of Examiners may, at its discretion, permit students who fail in a unit to make good that failure by resubmitting the unit assignment (and each resit shall be subject to an additional charge).

Note: All resits will have to be undertaken within 2 months after the release of the results of the previous term. Dates will be announced by LEB along with the release of the results.

A student who resit a unit or element of a unit is normally required to achieve a mark of 50% for that unit or element unless the Board of Examiners sets alternative minimums as part of the resit conditions.

A maximum of two resits are permitted for a given unit after which the student will be required to withdraw from the programme.

Only in exceptional circumstances will the Board of Examiners permit a student to resit a particular unit more than twice.

6.5 Special Provision for Upgrading Classifications

The Board of Examiners may in its absolute discretion allow Students to improve their overall classification by giving Students the opportunity to resit Units in an attempt to attain a higher overall classification. The maximum number of resits allowed per Unit is two (and each resit shall be subject to an additional charges).

6.6 Failure to Submit Course Work, Deferment

Failure to submit the required course work within the due date, without prior authorisation may be interpreted as failure in that element of assessment and a zero mark will be recorded.

Deferment of unit assessment is only allowed with valid reasons and students will need to apply for deferment at least 10 days prior to the assessment submission due date.

6.7 Compensation

Where a student marginally fails one unit the Board of Examiners may exceptionally exercise its discretion and compensate the failure. The Board of Examiners is authorised to allow compensation in a unit provided the overall aggregate marks for the unit to be compensated is not less than 45% and where one of the assessed components is not less than 40% (for units where there are 2 assessed components).

Only TWO (2) compensated pass can be granted by the Board of Examiners.

With their discretionary powers, the Board of Examiner can grant additional compensation to a student under special circumstances.

6.8 Illness or Withdrawal

Where a student's performance has been adversely affected by illness or other unforeseen circumstances, duly authenticated by evidence and made known to the Academic Director and presented to the Board of Examiners, the Board of Examiners may exercise its discretion in a manner appropriate to the case.

The Board of Examiners may agree to set aside the results of the assessment(s) affected by these circumstances and, the student may be offered the opportunity to retake the assessment(s) on the next available occasion, as if for the first time.

Where a student's performance, conduct or attendance indicates that they are unlikely to complete the course on which they are engaged, the Board of Examiners may require the student to withdraw from the programme.

6.9 Duration

The Board of Examiners have the right to terminate any student who does not successfully complete all the requirements of the programme within 18 MONTHS for the Diploma programme taken from the date of commencement on the programme unless prior extensions had been granted by the Board of Examiners.

6.10 Academic Irregularities

The Board of Examiners will have the right to fail part or all of the assessments of any student found guilty of cheating, plagiarism, and collusion, falsifying data or impersonation (one person impersonating another to gain unfair advantage).

Students will be required to undertake that material submitted for assessment is their own unaided work. Training will be provided in academic conventions for acknowledging the ideas or quotations from the work of others.
In cases of suspected plagiarism or cheating the student will be interviewed by the Academic Director and the findings will be reported to the Board of Examiners, which will decide the appropriate penalty. The work concerned may be set aside or marked down. In serious cases, a student may be required to withdraw from the programme.

6.11 Students Appeals

Students do not have any right of appeal against the academic judgment and processes relating to grading and conferment of awards by the academic and examination boards.

6.12 External Examiners/Verifiers

At least one External Examiner/Verifier will be appointed. Appointments will normally be for three years but may be for longer periods.

The External Examiner(s)/Verifier(s) may see any of the assessed work submitted including examination scripts, course work and dissertations.

External Examiners/Verifiers will be subject to the Assessment Regulations above and in particular no recommendation for the conferment of an award may be made without the written consent of the approved External Examiner(s)/Verifier(s). On any matter which the External Examiner(s)/ Verifier(s) have declared a matter of principle, the decision of the External Examiner(s)/Verifier(s) shall either be accepted as final by the Board of Examiners or shall be referred to the Academic Board. Any unresolved disagreement between External Examiners/Verifiers shall be referred to the Academic Board.

6.13 Plagiarism

Plagiarism is where a student incorporates another person's work by unacknowledged quotation, paraphrase, imitation or other device in any work submitted for progression towards or the conferment of an award in a way, which suggests that it is the student's original work.
Where a person has reasonable grounds to suspect plagiarism and judges that it substantially affects the submitted work it is the responsibility of that person to inform the student's Academic Director in writing of the nature of the suspicion and to provide relevant supporting evidence.

It is the responsibility of the person or persons assessing the submitted work to complete the marking and record any action taken in the event of suspected plagiarism.

It is the responsibility of the Academic Director to:
  (a) Notify the student concerned in writing at the earliest appropriate time after a case of plagiarism has been alleged and include a copy of a written statement made by any person, remind the student of an External Examiner's/Verifier's right to require a viva examination, inform the student of the procedures to be followed before the Board of Examiners meets to

consider the case and to invite him or her to submit a written statement to it by a given deadline;

    (b) Inform the Academic Board that the Board of Examiners will be considering a case of suspected plagiarism;

    (c) Cause any necessary investigation to be conducted as a matter of urgency and ensure that the Board of Examiners receives all information pertinent to its consideration of the case.

In a case of suspected plagiarism, it is the right and duty of the Board of Examiners to:

    (a) Receive all information pertinent to the case in written form or verbal evidence including the submitted work itself;

    (b) Seek further advice where appropriate;

    (c) Confirm or reject the accusation of plagiarism; determine its recommendation where it confirms the case according to the circumstances and severity of the case.

The Board of Examiners may recommend that:

    (a) The case constitutes plagiarism and that the student fails with or without the right of resubmission;

    (b) The submitted work fails. It will then be the responsibility of the Board of Examiners to determine whether or not this failure in assessment can be compensated for in the light of the student's overall performance or whether or not the student will be required to retake part or all of the elements for progression towards or the conferment of the award;

    (c) The student be penalised by a reduction in the mark for this assessment and/or classification of the award. The Board of Examiners shall then agree a mark and/or classification; and/or

    (d) The student be issued with a formal reprimand in writing and a copy of this lodged in the student's file.

After a meeting of the Board of Examiners it will be the responsibility of the Academic Director to inform the student.

6.14 Extension Requests

It is important that students adhere to the stated deadlines, otherwise the assessment process becomes unnecessarily cumbersome, and students can become overburdened by the end of the course. In exceptional cases of short-term difficulty, an extension may be granted. Note that pressure of work or 'running out of time' are not normally considered sufficient justification for an extension. It is the student's

responsibility to foresee, plan for and effectively manage the pressures of the course and work.

6.15 Extension Request Procedures

(a) Requests for extensions must be submitted to the Academic Director a minimum of 10 days prior to the submission deadline, for consideration by the Programme Manager. Only one extension is allowed for each unit.

(b) Evidence should be provided if an extension request is submitted.

(c) If the request is accepted, then it is normal for a one-week extension to be granted.

6.16 Non-Submission of Assignment

Failure to hand in the assignment for any reason and without prior approval of the Academic Director will result in the student's work being penalised in accordance with the Academic & Assessment Regulations governing the conduct of the Diploma programme. Please note the following:

(a) All newly registered and continuing students are automatically enrolled for the units;

(b) Once enrolled for the unit it is compulsory to submit the course work on/before the given deadline;

(c) The Deferment Form (DF) along with the evidence must be submitted 10 days prior to the submission due date to the Academic Director if the student wishes to apply for a deferment/extension;

(d) Work which is submitted after the designated deadline is deemed late;

(e) If an approved DF has been submitted by the original assignment deadline, and the work is received before the extended deadline indicated on the DF, the work will be marked with no limitation of the grade available;

(f) If the submitted work is late but within 7 days of the deadline, and there is no approved DF, the work is assessed but the highest mark available is the minimum passing mark of 50. There is no entitlement to feedback although feedback may be offered;

(g) There is no entitlement to submit late after an agreed submission extension;

(h) If the work is tendered without an approved DF more than 7 days after the deadline, it is not marked and the student is considered absent and having failed that unit / component; and

(i) Absent is recorded if neither the course work nor the DF is submitted.

PART III

7. UNIT SPECIFICATION

7.1 Developing and Preserving High Integrity and Ethics

Integrity and ethics involves the three R's: Respect for self; Respect for others; and Responsibility for all your actions. How does someone develop integrity and good ethics as part of his or her character? Where does integrity and ethics come from? The quality of integrity and ethics is not a trait that we are born with; rather it is "learned" as we go through life. Not all (great) leaders come from backgrounds that would indicate their level of integrity and good ethics either, instead, during the process of learning, integrity and being ethical of the individual is developed. As with fingerprints, no two people have the exact value system that we live by.

Learning Outcome

Upon completion of this unit, students will have understood:

➢ The understanding and explores participants personal journey
➢ How they can set personal standards of integrity and ethics
➢ How they can set standards of integrity and ethics for others within their circle of influence.

Indicative Content/Areas of Study

➢ Understand Theories and Principles of Integrity and Ethics
➢ Why Integrity and Ethics are important
➢ Best Practices Principles of Integrity and Code of Ethics
➢ Poor Integrity and Ethics: Cause and Effect
➢ Integrity and Ethics Self Profiling

Teaching and Learning Strategy

➢ Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
➢ Self-directed learning resources will be available to support the delivery and the appropriate assessment tools/tasks will be used to assess the intended learning outcomes.

Blended Learning Mode - Each taught unit will have a total of no less than 6 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

Unit Assessment

- ➢ Class Attendance 50%
- ➢ Participation: 50%

Resources

- ➢ Course materials provided by KLIEC and the ATP of KLIEC.
- ➢ Online resources.

7.2 Leading and Developing Capability and Capacity

This module explores the practices and philosophies of leadership and motivation, encouraging participants to challenge conventional approaches. It evaluates theoretical and empirical contributions to these important areas of management and encourages participants to develop a style of workplace learning through which their own leadership and motivational practices can grow. It aims to develop and appreciation of the role and value of leadership while developing the capacity of the organizations both domestically and abroad.

Learning Outcome

Upon completion of this unit, students will have understood:
- ➢ How capabilities are abilities acquired and applied at work.
- ➢ How capabilities are abilities are deployed in a deeper, wider, larger, newer, and different manner.
- ➢ How capabilities are abilities are deployed in developing the capacity of the organization.

Indicative Content/Areas of Study

- ➢ Capacity Building versus Capability Building
- ➢ Differentiating Competence, Capability, and Capacity
- ➢ Are We Building Capacity or Capability?
- ➢ How to Build and Maximize Capability
- ➢ Developing Capacity for Organization Development

Teaching and Learning Strategy

- ➢ Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
- ➢ Self-directed learning resources will be available to support the delivery and the appropriate assessment tools/tasks will be used to assess the intended learning outcomes.

Blended Learning Mode - Each taught unit will have a total of no less than 3 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

Unit Assessment
- ➢ Class Attendance 50%
- ➢ Participation: 50%

Resources
- ➢ Course materials provided by KLIEC and the ATP of KLIEC.
- ➢ Online resources.

7.3   Visioning and Leading Successful Change

This module has been designed to provide the framework and skills for leaders who are likely to be involved in strategic initiatives within their organizations in anticipating and adopting change.

Learning Outcome

Upon completion of this unit, students will have understood:
- ➢ That the capacity to implement strategic change is a critical complementary skill to the capacity to conceive new strategic directions of the organization.
- ➢ That the capacity to implement strategic change is a critical complementary skill to the capacity to conceive new strategic mission of the organization.
- ➢ That the capacity to implement strategic change is a critical complementary skill to the capacity to conceive new strategic vision of the organization.

Indicative Content/Areas of Study
- ➢ Understand Vision, Mission, and Objective
- ➢ Leading the Short Term and Long-Term Planning
- ➢ Leading Change Management
- ➢ Steps in Leading Successful Change
- ➢ Resistance to Change.

Teaching and Learning Strategy
- ➢ Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.

> Self-directed learning resources will be available to support the delivery and the appropriate assessment tools/tasks will be used to assess the intended learning outcomes.

Blended Learning Mode - Each taught unit will have a total of no less than 3 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

Unit Assessment

> Class Attendance 50%
> Participation: 50%

Resources

> Course materials provided by KLIEC and the ATP of KLIEC.
> Online resources.

7.4   Ceremonial Leadership and the Power of Influencing

Ceremonial leadership and good influence skills gives you a voice in your industry. Good leaders must be able to influence team members, audience, reporters, strategic partners, clients and customers via his speech and talk in the context of business both at the local and international level.

Learning Outcome

Upon completion of this unit, students will have understood:
> Business success is about influence.
> A good leader must be capable and convincing enough to speak with high level of confidence in any events and ceremonies.
> The leader must portray good personality, impressive and strong character.

Indicative Content/Areas of Study

> What is Ceremonial Leadership?
> Skills and Attributes of Ceremonial Leadership
> Influencing Skills as Part of Ceremonial Leadership
> How you Influence?
> Influencing Styles and Behaviour Change.

Teaching and Learning Strategy

> Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.

> ➢ Self-directed learning resources will be available to support the delivery and the appropriate assessment tools/tasks will be used to assess the intended learning outcomes.

Blended Learning Mode - Each taught unit will have a total of no less than 3 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

Unit Assessment

> ➢ Class Attendance 50%
> ➢ Participation: 50%

Resources

> ➢ Course materials provided by KLIEC and the ATP of KLIEC.
> ➢ Online resources.

7.5 Handling Cultural Diversity

The module is concerned with considering the issues and problems of managing in different cultures, in particular, the 'people problems' that invariably arise in multi-racial and also international business relationships.

Learning Outcome

Upon completion of this unit, students will have understood:
> ➢ The knowledge and skills which are necessary for them to interact effectively with members of cultures other than their own.
> ➢ The knowledge and skills which are necessary specifically in the context of multi-racial relations.
> ➢ The knowledge and skills which are necessary specifically in the context of international business relations.

Indicative Content/Areas of Study

> ➢ What is Cultural Diversity?
> ➢ Managing Cultural Diversity in the Workplace
> ➢ Pros and Cons of Cultural Diversity
> ➢ Handling Conflicts and Issues in Cultural Diversity
> ➢ Core Values and Moving Forward.

Teaching and Learning Strategy

> ➢ Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.

➢ Self-directed learning resources will be available to support the delivery and the appropriate assessment tools/tasks will be used to assess the intended learning outcomes.

Blended Learning Mode - Each taught unit will have a total of no less than 3 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

Unit Assessment

➢ Class Attendance 50%
➢ Participation: 50%

Resources

➢ Course materials provided by KLIEC and the ATP of KLIEC.
➢ Online resources.

7.6 Making Sense of Complexity and Ambiguity

This module focuses on the activity of leadership in challenging difficult situations. Leadership is an essential process to ensure that groups, communities, organizations and societies address their most important adaptive challenges so that progress can be made.

Learning Outcome

Upon completion of this unit, students will have understood:
➢ The leadership model for mobilising groups and factions.
➢ How to confront and deal with problematic realities.
➢ How to begin to learn new ways of thinking and behaving, and steadily change their values and accomplish worthwhile tasks.

Indicative Content/Areas of Study

➢ How Complexity and Ambiguity Effect the Organization
➢ Understand the Meaning of VUCA
➢ Leading with the Right Direction
➢ Steps in Making the Right Decision
➢ Anticipating Change.

Teaching and Learning Strategy

➢ Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.

> Self-directed learning resources will be available to support the delivery and the appropriate assessment tools/tasks will be used to assess the intended learning outcomes.

Blended Learning Mode - Each taught unit will have a total of no less than 3 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

Unit Assessment

> Class Attendance 50%
> Participation: 50%

Resources

> Course materials provided by KLIEC and the ATP of KLIEC.
> Online resources.

7.7 Final Project (and Final Project Class)

After completing the taught modules, students are required to attend a Project Class to assist them in producing a PowerPoint-based Final Project.

Learning Outcome

Upon completion of this unit, students will be able to:
> Design a PowerPoint-based Final Project.
> Present the PowerPoint-based Final Project.
> Defend the PowerPoint-based Final Project in the Final Viva Examination.

Indicative Content/Areas of Study

> Business Idea
> Business Model and Business Model Canvas
> Translating the Business Plan or Case Study into a PowerPoint Presentation slides
> Corporate Presentation: Preparation and Strategy

Teaching and Learning Strategy

> Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
> Self-directed learning resources will be available to support the delivery and the appropriate assessment tools/tasks will be used to assess the intended learning outcomes.

Blended Learning Mode - Each taught unit will have a total of no less than 12 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

Unit Assessment

➢ Class Attendance 50%
➢ Participation: 50%

Resources

➢ Course materials provided by KLIEC and the ATP of KLIEC.
➢ Online resources.

7.8   Final Viva Examination

After completing the Project Class, students are required to present the PowerPoint-based Final Project orally in the Final Viva Examination.

Final Project

➢ The Final Project will be the primary basis of the examination. Examiner will evaluate the quality of the commercialised project idea, concept and content; including the market analysis, financial projections, marketing strategy and overall feasibility of the project.

Presentation

➢ Student will present their Final Project in a pitch format (using PowerPoint presentation) to the examiner. The pitch will include a maximum of 10 slides, and the presentation will last no longer than 10 minutes. The presentation should be engaging, informative, and persuasive, highlighting the key points of the project and demonstrating the potential of the idea.

Q&A

➢ Following the presentation, the examiner will have a Q&A session with the student. This will provide an opportunity for the examiner to ask questions about the project, and for the student to demonstrate their knowledge and understanding of the project and whether or not the Learning Outcomes of Modules 1 to 6 have been met for the particular student.

Marking

➢ Clarity and quality of the business plan
➢ Innovation and creativity of the business idea
➢ Viability and potential for success
➢ Quality of the presentation

- ➢ Ability to communicate effectively and persuasively
- ➢ Responses to questions and ability to defend the plan

Conclusion

- ➢ The Final Viva Examination provides a fair and transparent process to evaluate the overall performance of the student and the overall Learning Outcome of this Professional Diploma programme. The Final Viva Examination format ensures that students can showcase their ideas effectively, while the Q&A session provides an opportunity for the examiner to delve deeper into the project and assess the students' knowledge and understanding.

The LISA

- ➢ Ultimately, the winner of the London Innovation and Strategy Award (LISA) will be the participant with the strongest project, presentation, and ability to communicate their ideas effectively.