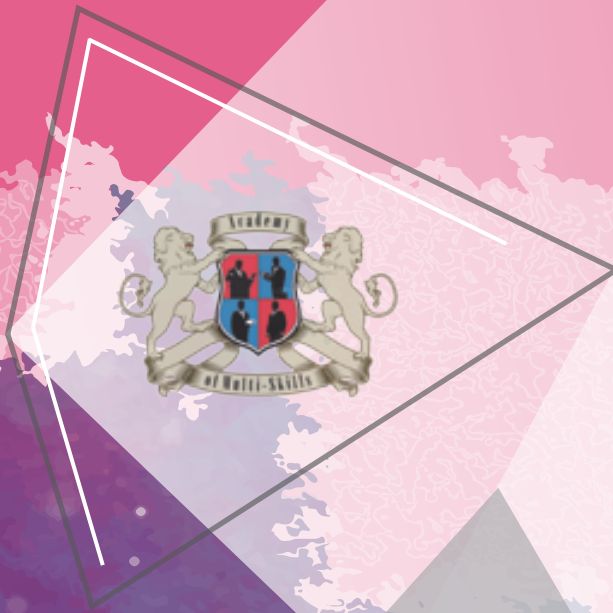


ACADEMY OF MULT-SKILLS UNITED KINGDOM

AMS The Academy Journal



Volume:
2016



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Knowledge is NOT skill. Knowledge plus
ten thousand times is Skill



Shinichi Suzuki



Editorial

by Dr. David Benjamin / Matthew Tsang

Welcome to the November Volume of the Academy Journal for Academy of Multi-Skills (AMS). It is our honour to share with all of you the ideas we had, what we have done for education and vocational sectors and what we achieved for our learners. But most important part is the feedback and ideas from our scholars, partners, learners, industrial practitioners and readers, through their valuable contribution, we know the world better, we know the industries better and we know what we should do better.

Follow through our mission that “To bring achievable recognition to multi-skilled personnel, skilled trades, crafts and professions”, we have a big step forward for our development this year that would benefit even more to our learners and members through the recognition and collaboration with Training Qualifications UK, more details will be covered on next few pages. We hope to have more recognized qualifications training to equip global learners to be more multi-skilled and contribute more to their societies.

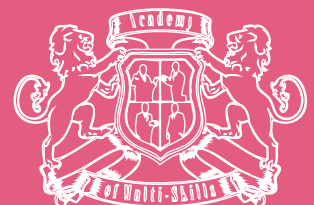
We shall never stop our steps for improving ourselves and we shall believe that we are deserved to have even better development for next year.

Last of all, we would appreciate Journals and articles from members and readers for next volume of this Academy Journal to be published in March 2017. Please let us have your thoughts by submitting the Journals and articles by mid-February 2017 at the latest for inclusion.

Thanks for all.

The Academy of Multi-Skills (AMS) is registered as a Professional Institute. It is the leading institution in multi-skills since Year 1995 with 15,000 memberships world-wide. AMS aims to provide professional recognition to multi-skilled personnel, skilled trades, crafts and professions. The Academy encourages a positive and energetic attitude to the challenges of careers that require diversity, creativity and intellect, and recognizes the valuable contribution that these skills provide to society.

- Association of International Education Administrators (AIEA)
- UK Register of Learning Providers (UKRLP)
- Confederation of Professional Awarding Bodies (COPAB)
- Institute of Professional Financial Managers (IPFM)
- Listed in British Qualifications
- Training Qualifications UK Approved Centre



Welcome from Vice-President

by Prof. Patrick C.

Good Morning, Members,

Thank you all for joining us today. We are pleased to be able to welcome those of you that have been with us for as long as twenty five years, as well as those of you who are new to our academy. We are one family of 15,000 worldwide members.

I would like to express my gratitude to all of you who so generously helped us make the academy developed so smoothly, especially with the participating of the new management team.

You have all chosen to be a part of our academy because of our mutual passion for multi-skills development. Your passions help us all to come together as one and the energy we create as one allows us to achieve our individual as well as group goals. We need you as much as you need us and this is why we are so happy to have you join us here at the Academy of Multi-skills, United Kingdom.

During the next few months, you will be getting to know more about our different initiatives through our planned activities and special events where you will be able to join in and get your very own hands on experiences. I hope that these will prove to be memorable and fulfilling for you...

These are of course not the only things that are important here to us - you will also be meeting lots of new people and making new friends along the way.

Here at the Academy of Multi-skills, United Kingdom, we value and cherish the friendships we make as they more often than not prove to be formed on a strong common ground which in turn makes them last for many many, years to come!



Welcome for Shih Chien University (Kaohsiung Campus), Taiwan

It is our HONOUR to have the opportunity with Shih Chien University (Kaohsiung Campus) to jointly provide more variety of vocational development paths for learners in Taiwan and Asia:

1. Fashion design and Media type of qualifications and designations
2. AMS - Shih Chien University qualification examination centre
3. Vocational qualifications development for Taiwan society



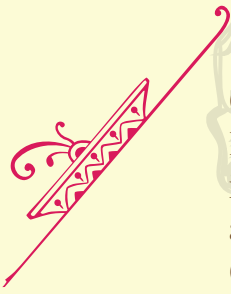
AMS - TQUK Approved Centre

CONGRATULATIONS to ourselves that we become the Training Qualifications UK (TQUK) Approved Centre this year in 2016 which drives us to work even harder for providing more opportunities for global learners and members to be more professional and multi-skilled.

Training Qualifications UK (TQUK) is regarded as Top 20 Awarding Organization for qualification in UK which is under the regulation of UK Parliament and OFQUAL (Office of Qualifications and Examination Assessment, UK Government)(Ofqual Recognition Number: RN5355). TQUK has been benefited by its remarkable recognition that there are over 100,000 learners from 50 countries worldwide and over 400 partner institutes enjoying the services from TQUK (Website: www.tquk.org).

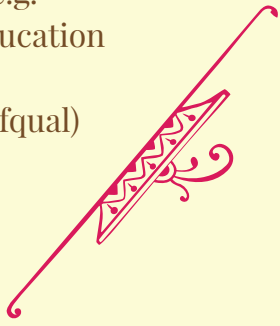
Currently, the following professional courses are endorsed by TQUK ensuring more quality provision to global learners:

1. Professional Doctorate Diploma for Executive (Research Focus) (Level 8) (NVO)
2. Postgraduate Diploma in Business Administration (Level 7) (NQF)
3. Advanced Diploma in Business Management (Level 5) (NQF)



OFQUAL (Office of Qualifications and Examinations Regulation, UK) is the national qualification regulating institute under UK Parliament, responsible for the quality assurance of various qualifications, examinations (e.g. GCSEs), and assessments, with the reference of Education Act 2011.

(Website: www.gov.uk/government/organisations/ofqual)



Training
Qualifications UK
Approved Centre

Lifelong Learning

by Samuel Malone

Lifelong learning is continuous education and training from cradle to grave involving formal and informal methods of learning. It aims to provide the best possible development and opportunity in personal, social, recreational, working and professional life. To become a lifelong learner you must be totally committed, passionate and purposeful about the pursuit of learning, and believe that learning is a continuous journey and not an end in itself. You must identify your learning needs, set your learning goals, monitor your progress, and modify your learning strategies as necessary. Lifelong learning takes place in the workplace, in colleges, libraries, clubs and professional bodies, in the community and at home.

There are many benefits of lifelong learning including the challenge of learning, the recognition it brings and the sheer thrill of discovery while learning new things. In addition, you will have greater self-esteem and more self-confidence.

You are born with the most amazing computer in your head but it doesn't come with an instruction manual. Just like an understanding of how a lathe works may help carpenters build better furniture, an understanding of how the brain works may help you use it more effectively. The brain needs learning, oxygen, nutrition and love to survive and thrive. Provided you look after it during your life the brain will serve you well into ripe old age.

The skills that will boost your ability as a lifelong learner include: concentration, reading, learning maps, learning from mistakes, memory and creativity. These skills can be developed and enhanced through purposeful study and practise.

Concentration is the discipline of being able to become totally absorbed in a topic. In any area of life you can't achieve anything worthwhile without developing and exercising your powers of concentration. A lack of concentration has resulted in students failing examinations, employees not getting the job they want, companies going bankrupt and sports people losing tournaments and games, with dire personal, professional and financial consequences. It is vital to learn the skills of concentration and how to use them to best effect. One activity to improve your concentration skills is to always have a clear purpose or plan. Purpose provides a focal point, while a plan provides a systematic route to achieve your goals. Intentionally plan and prepare to concentrate rather than hope it will happen by chance.

Good reading skills are critical for success in all areas of our personal and working lives. Reading feeds the brain with ideas and information, nourishes the imagination, expands our mental horizons, enhances creativity and builds our

thinking skills. Reading opens the door to other people's ideas, knowledge and experience

without leaving the comfort of your own home. There are reading skills you can master to improve your ability to read faster, smarter, and with greater comprehension and retention. Reading strategies give you choice as regards what you should read carefully, what you should skim and scan, and what you should skip and ignore. Reading strategies will improve the effectiveness and productivity of your learning. They can easily be adapted for

different kinds of reading such as challenging non-fiction books, light novels, newspapers, magazines, letters and reports. One activity to improve your reading skills is to apply the SQ4R (Survey, Question, Read, Recall, Record and Review) technique to non-fiction books. Adopt this approach to all serious reading matter that you need to learn, comprehend and recall.

Learning maps are tree-like, radiant, nonlinear ways of organising information by showing graphically the connection between central ideas and supporting information. Evidence supporting the use of learning maps can be drawn from research on the brain, learning theory and memory. They are a way of capturing information, and provide a simplified pictorial overview of complex information, allowing learners to better understand relationships and find new connections. Over the past 50 years they have been adopted for note-taking, research and other purposes by millions of people throughout the world, including students, writers, lecturers, and trainers and leading companies. If we fail to learn from our mistakes we will go on making them resulting in lost business, lost customers, lost time, lost opportunities and lost productivity. People should see their mistakes as learning opportunities and as feedback for continuous improvement and enlightenment. Most successful people will tell you that they learned more from their mistakes than from their successes. However, going on making the same mistakes over and over again is inefficient and not sustainable. We must learn our lessons, take them on board and move on. We can prevent mistakes recurring by asking questions and reflecting on what worked and what didn't work, so that we constantly learn from and improve on our performance.

Memory is the power to remember and recall events, and is a central part of our identity and life story. It is impossible to function successfully without a good memory.

It is the backbone of our knowledge and the source of our ideas. You can use memory skills in the home, study, personal development or at work. The effort and time involved in learning memory skills will be more than compensated by your improved memory, and overall ability to learn more effectively. There are simple strategies you can adopt to overcome everyday memory problems. Improving memory is a lifelong process and you should aim to make it an on-going integrated and enjoyable part of your life. Discover how your memory works and learn and practise the techniques that will help you remember better and learn more. A simple way to improve your memory is to learn the three basic laws of memory: Impression, Repetition and Association (IRA), and use this acronym to remember things you want to remember. This means you should get a vivid impression of what you want to remember, repeat it a few times, using spaced repetition, and link it with something you know already.

Creativity is often about seeing something unusual in the usual. Apart from making something new, creativity can also be about improving, refining, changing or combining things in new or novel ways. It is also about building on existing ideas and finding inspiration in unlikely places. Creativity turns problems and challenges into opportunities and solutions. Creativity has enriched our lives and provided us with the comforts and conveniences of modern living. Learn the techniques to generate creative ideas and learn about the creative problem solving approach. Use these techniques to enhance your creative ability in your personal, domestic and work life so that you become a more interesting, creative and successful person. Memorise and understand the acronym CAMPERS (combine, adapt, modify, put to other uses, rearrange and simplify), so that you will be able to recall easy and useful ways to enhance your ability to be creative. Study nature and be inspired by the ingenious evolutionary ways it has invented to cope with survival.

Code of Ethics of Internal Auditors

by Dr. Andreas Constantinou CPA, CBA, FAEA

Introduction

The purpose of The Institute's Code of Ethics is to promote an ethical culture in the profession of internal auditing.

Internal auditing is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

A code of ethics is necessary and appropriate for the profession of internal auditing, founded as it is on the trust placed in its objective assurance about risk management, control, and governance. The Institute's Code of Ethics extends beyond the definition of internal auditing to include two essential components:

1. Principles that are relevant to the profession and practice of internal auditing;
2. Rules of Conduct that describe behaviour norms expected of internal auditors. These rules are an aid to interpreting the Principles into practical applications and are intended to guide the ethical conduct of internal auditors.

The Code of Ethics together with The Institute's Professional Practices Framework and other relevant Institute pronouncements provide guidance to internal auditors serving others. 'Internal auditors' refers to Institute members, recipients of or candidates for IIA professional certifications, and those who provide internal auditing services within the definition of internal auditing.

Applicability and Enforcement

This Code of Ethics applies to both individuals and entities that provide internal auditing services.

For Institute members and recipients of or candidates for IIA professional certifications, breaches of the Code of Ethics will be evaluated and administered according to The Institute's Bylaws and Administrative Guidelines. The fact that a particular conduct is not mentioned in the Rules of Conduct does not prevent it from being unacceptable or discreditable, and therefore the member, certification holder, or candidate can be liable for disciplinary action.

Principles

Internal auditors are expected to apply and uphold the following principles:

Integrity

The integrity of internal auditors establishes trust and thus provides the basis for reliance on their judgment.

Objectivity

Internal auditors exhibit the highest level of professional objectivity in gathering, evaluating, and communicating information about the activity or process being examined. Internal auditors make a balanced assessment of all the relevant circumstances and are not unduly influenced by their own interests or by others in forming judgments.

Confidentiality

Internal auditors respect the value and ownership of information they receive and do not disclose information without appropriate authority unless there is a legal or professional obligation to do so.

Competency

Internal auditors apply the knowledge, skills, and experience needed in the performance of internal auditing services.

Rules of Conduct

1. Integrity

Internal auditors:

1.1. Shall perform their work with honesty, diligence, and responsibility.

1.2. Shall observe the law and make disclosures expected by the law and the profession.

1.3. Shall not knowingly be a party to any illegal activity, or engage in acts that are discreditable to the profession of internal auditing or to the organization.

1.4. Shall respect and contribute to the legitimate and ethical objectives of the organization.

2. Objectivity

Internal auditors:

2.1. Shall not participate in any activity or relationship that may impair or be presumed to impair their unbiased assessment. This participation includes those activities or relationships that may be in conflict with the interests of the organization.

2.2. Shall not accept anything that may impair or be presumed to impair their professional judgment.

2.3. Shall disclose all material facts known to them that, if not disclosed, may distort the reporting of activities under review.

3. Confidentiality

Internal auditors:

3.1. Shall be prudent in the use and protection of information acquired in the course of their duties.

3.2. Shall not use information for any personal gain or in any manner that would be contrary to the law or detrimental to the legitimate and ethical objectives of the organization.

4. Competency

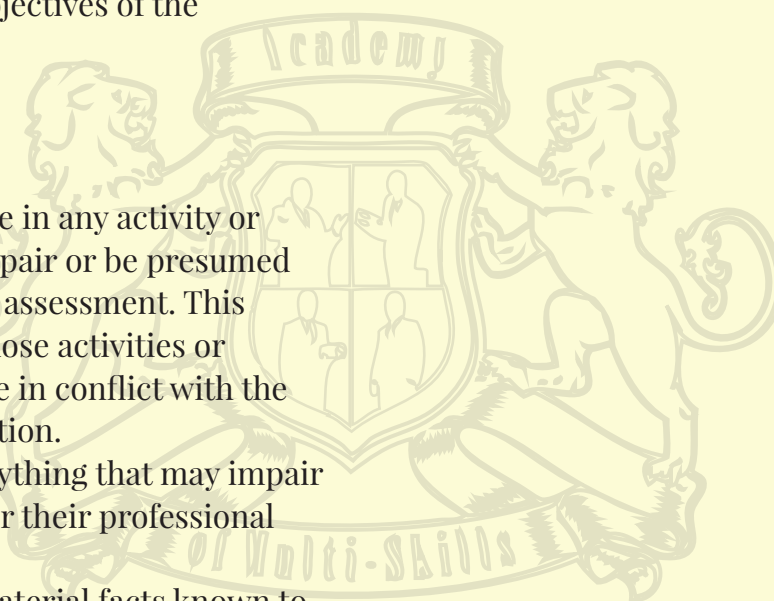
Internal auditors:

4.1. Shall engage only in those services for which they have the necessary knowledge, skills, and experience.

4.2. Shall perform internal auditing services in accordance with the *Standards for the Professional Practice of Internal Auditing*.

4.3. Shall continually improve their proficiency and the effectiveness and quality of their services.

Andreas Constantinou CPA, CBA, FAEA
Head of Internal Audit Department
Kyperounta COOP BANK



The Subconscious Mind – Your Inbuilt Computer

by Dr. David Benjamin, FIManf, FAEA, FFPBTM, FSSM

Even if you think that you do not yet own a computer it may surprise you to learn that you do. A strange comment to make, I agree, but if you consider the matter carefully you will surely agree. For example, once you have learned how to drive a car your reactions to varying road conditions become automatic inasmuch as you do not have to think about a situation – you know automati-cally what to do.

Another example is the operating of a machine: once you have learned how to operate it your inbuilt computer memorises all you have learned and enables you to operate your machine auto-matically. When you vacuum your carpets, or perhaps clean your windows, you do not have to think about this because your inbuilt computer has learned and memorised the actions neces-sary.

The subconscious mind is literally a vast reservoir of untapped energy, and it is estimated that even the most educated of people use only five per cent of their subconscious capacity. This means that there is still a huge capacity left unused and untouched. A rather interesting example of a gentleman who used his inbuilt computer to great advantage was Dr Emil Savundra. Dr Savundra founded what was to become the largest British insurance company of the sixties. Ra-ther sadly his company, Fire, Auto & Marine Insurance Company foundered due to fraud. Howe-ver, if Dr Savundra was a crook he was no ordinary crook, and if he was a mortal he was no ordi-nary mortal for, throughout his life, he had the capacity to solve highly complex mathematical problems within seconds – far quicker than even the most advanced computer available today could hope to solve

them. He specialised in solving complex problems in the field of calculus, for he well understood the value of using his inbuilt computer to his advantage. And if he can do it, so can you.

Your inbuilt computer also offers a rather interesting aspect known as the photo retentive memory. A fine example of this is to be found in Herman Wouk's classic, *The Caine Mutiny*. A trainee midshipman known as Willie Keith had entered training school with the hope of becoming an ensign (a junior officer in the American navy). He was asked to write a dissertation on a device known as the frictionless bearing. Now Willie, who by his own admission had very little interest in engineering, did not even know what a frictionless bearing was – but he wrote his dissertation and achieved the highest score ever in the training school. And what was the secret of his suc-cess? Like Dr Savundra he was aware of the power of his inbuilt computer and used it to his great advantage by read-ing the theory of this mysterious bear-ing over and over again until his subcon-scious had memorised it word for word. Those of us who went to school in the forties and fifties may well remember that the first lesson of the day consisted of repeating mathematical tables parrot fashion, day in, day out, week in, week out, until we had memorised them thanks to our inbuilt computer.

The subconscious can be compared to a sponge inasmuch as its major functions are to store information and to memo-rise it – just like a computer, which of course it really is. It has been scientifi-cally proven that, from the moment we are born, our subconscious not only stores information but remembers it for the rest of our life.

The information can be called upon at any time. The older we become, the less absorbent the sub-conscious becomes. Having said this, it is still far more powerful in terms of memory than the most powerful computer on the planet today. A baby is capable of absorbing more information than you think possible and, in fact, far more than an adult is capable of. This is why the formative years are so very important. The subconscious is also capable of analysing the information stored to suggest the solution to any problems which might arise. The term 'gut feeling' relates to this process, although many of us do not realise it. It has been proposed that the subconscious is also capable of storing memories from previous incarnations – strictly controlled experiments using hypnotic regression have actually proven that such is the case, although everyone is of course entitled to their own opinion on the matter.

In the science of parapsychology – or as it is often called, psychical research – there is a term known as 'psi', pronounced 'sigh'. Several phenomena which are covered by this term actually relate to the subconscious. These phenomena can be divided into two main groups, physical and mental, the latter relating directly to the subconscious. As a very good example we can consider the case of telepathy. Telepathy is defined as being the transmission of thoughts independent of the recognised mediums of contact. Today this is popularly known as thought transference. And from where do such thoughts emanate? The subconscious, of course. Clairvoyance is the art of being able to receive information from an extrasensory source. Which organ is capable of receiving such thoughts? Once again, the subconscious.

Psychometry is yet another example of how our subconscious works for us. This branch of parapsychology relates to the receiving of personal information via an object. It is sometimes known by the more popular name of object-reading. And precisely which organ is

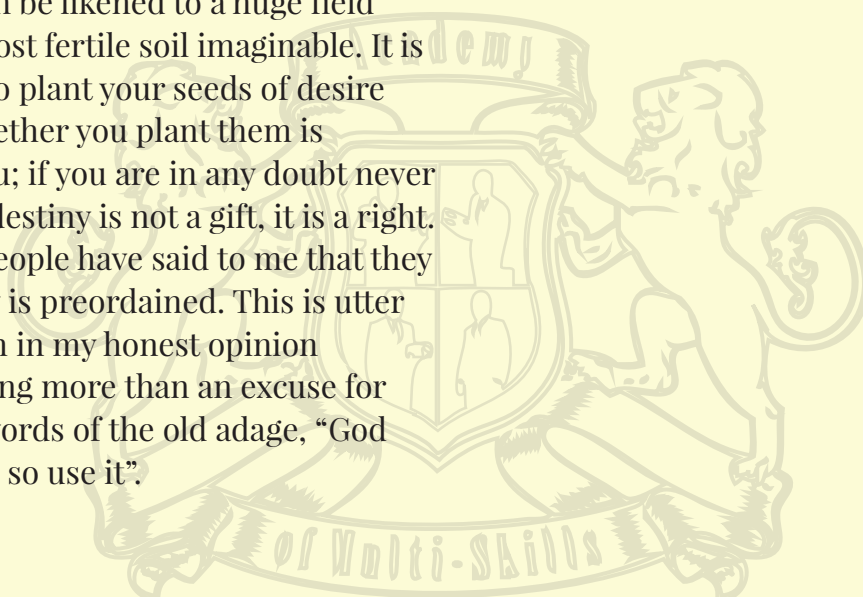
capable of receiving this information by extrasensory means? I think we already know the answer to that one! Some mystical researchers claim to be able to receive knowledge of both past and future events – the correct scientific terms are precognition, for future events, and retrocognition for past ones. On many occasions the knowledge received by such means has been uncannily accurate. A very good example of precognition was the American lady who, several years before the event, predicted that a Democrat would win the 1960 presidential election and that he would be assassinated in office. The successful candidate was of course President Kennedy, and he was indeed assassinated.

Let us also consider astral travel, which occurs when the spiritual body is released from the physical one. There is of course only one organ which can bring this into effect – the subconscious mind. In the fascinating field of parapsychology you are of course free to draw your own conclusions, and such conclusions should always be respected.

So exactly what conclusions can we draw from the above? Our very own inbuilt computer is indeed a surprisingly powerful tool. Furthermore it is one which we should all learn to use to our advantage. It can not only store and collate information but can use this information to provide a solution to any problems which might arise. The one thing your inbuilt computer really does not appreciate is worry, for worry is related to fear – and fear can clog the works, so whatever you do, do not worry about a problem. Simply consider all the salient facts – and try to forget them. You might, but your subconscious will not – it will work upon them to achieve a solution. You might be very surprised indeed to learn that your inbuilt computer will provide the solution you are seeking. Yes, this magical device really can address your concerns and resolve them to your satisfaction if you will only give it the chance. The subconscious mind, the inbuilt

computer, the ‘gut feeling’ – call it what you will, but it really is capable of analysing your concerns, removing all the unnecessary clutter from your mind, resolving your fears and provid-ing the solution you are seeking.

A simple way of demonstrating the power of your inbuilt computer is to say to yourself before you go to sleep, “I wish to wake up at five o’clock”. Re-peat this several times, and don’t just say it but really mean it. Once your subconscious has assimilated this infor-mation – and if you have never tried this before it might perhaps take a night or two to persuade your subcon-scious that you really do mean it – you might be surprised to find that you will wake up at the specified time. Your subconscious can be likened to a huge field filled with the most fertile soil imaginable. It is waiting for you to plant your seeds of desire and success. Whether you plant them is entirely up to you; if you are in any doubt never ever forget that destiny is not a gift, it is a right. Over the years people have said to me that they feel their destiny is preordained. This is utter poppycock which in my honest opinion represents nothing more than an excuse for fail-ure. In the words of the old adage, “God gave you a brain, so use it”.



Difference: The Talent Marker and Maker

By Dr Irving H Buchen

Of course talent is different. That is obvious.

But what is not always acknowledged is not only that there are different kinds of talented differences but also the nature of those differences; namely **Content; Inventive nature; Life and career-changing power.**

Difference as Content

“What is your difference ?” Not all differences are the same. It depends on what it does to or for you and how in turn it allows or directs you to shape who you are. There are minimally three basic kinds of difference:

Rejection

You may find that your difference is embarrassing and awkward—that it sets you apart when you do not want to be set apart. And so defensively you hide or mute your difference as if you are ashamed or have to apologize for it. Such suppressed difference puts you at odds with your potential and sadly makes you less than you could be, awkward and even wishy-washy. As such that disqualifies you from being considered talented because talent always seeks to be integrated and whole.

Rigidity

At the other extreme, there is the attractive difference of a singular rigidity that thrives on being set apart. We are not accustomed to linking difference and intractability or egotism because we tend to regard difference essentially as benevolent or neutral. But difference can be an intense form of single-mindedness— of a driven personality who has a determined and preconceived drive to achieve a certain kind of success, salvation or sainthood. Thus , we are not talking here

outwardly impressive, it is at a lesser level of talented performance because it is coercive. It has produced all the bullies, lousy bosses, dictators and martyred coaches who always say to their teams: “ We stand out. We have standards .We are winners, We are different!”

Respect

Finally there is the talented individual who not only acknowledges and accepts his difference, but also allows it to be a source of his distinction. Neither ashamed nor excessively proud-- it is just there. But what is critical is putting difference in charge and not making any decision that would diminish its contribution or centrality. In the final analysis when difference chooses ,it always chooses and affirms being different –what has made the talent what it is in the first place and what it will become in the last place. Difference never leaves you or leaves you alone. It is your shadow ,your secret sharer, almost your spouse. Difference is both origin and evolution, genetic and environmental. Difference is talent and talent is difference. Both are obsessed with their mutual desire for embodiment.

Inventive Nature of Difference

“Why do you always seek the new?” The talented are innovative because of their difference not their sameness. The way they see, smell and touch things, people and problems is never familiar or occasional but a unique, one-time, non-recurrent and one-of-a-kind event that may never occur again in precisely that combination. Thus immediacy is prized, because it is more open to and ripe for talented access and inventiveness. The talented come up with the new because they regard each puzzle as

different as they are. It is a one of a kind experience for both. It has to be that way so that the discovery is mutual and reciprocal; it binds invention and inventor together in the common ecstasy of 'Eureka!'

Somewhere ages and ages hence:
Two roads diverged in a wood,
and I—
I took the one less traveled by,
And that has made all the difference.

Life and Career Changing Difference

"How so?" We need not go beyond the classic expression of American poet Robert Frost's Two roads diverged to clinch the point of life and career change. But talent always chooses again and again its difference ie the road less traveled. That is always the less popular, predictable, sensible and advantageous road talented people always choose or more truthfully it chooses them. Even though it carries with it two burdens: being sentenced to a lifetime of being a poet –not a novelist or journalist—and being an advocate for a road that is disadvantaged and divergent. In this sense all talented professionals are really poets happy and doomed to convey the same message in infinite forms of being permanently unfinished and different.

The Road Not Taken

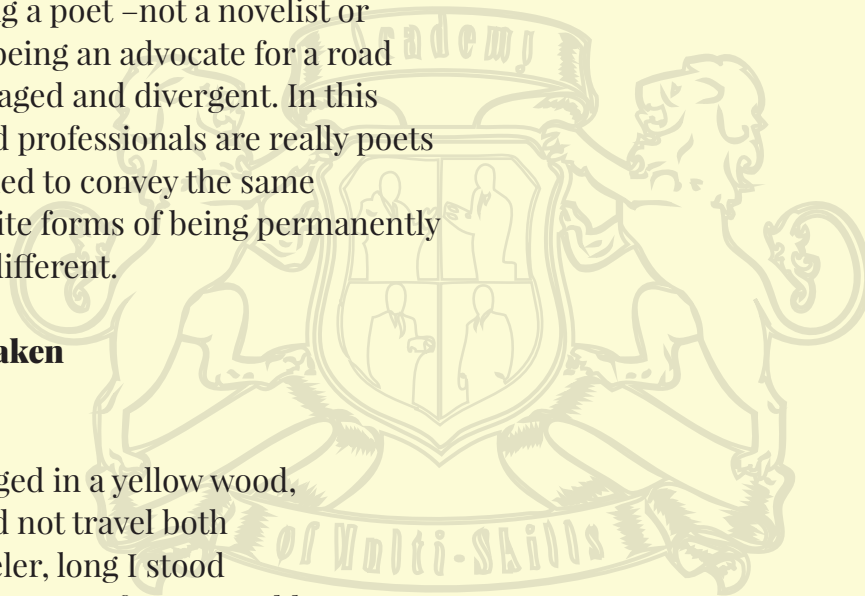
By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh



Doctorate Fellow Awardee in 2016

1



Doctorate Fellow in Management

Dr. TING Pin-Shou

- Vice-Principal of Shih Chien University (Kaohsiung Campus), Taiwan
- PhD

2



Doctorate Fellow in Business

Dr. SOU Ma Mei

- CEO of Importacao E Exportacao Zheng Hua Limitada
- Honorary Professor

3



Doctorate Fellow in Nutrition

LING Wai Chung, Andy

- Appointed Nutritionist for Twink Life Ltd.

CONGRATULATIONS !

Professional Doctorate Diploma for Executive (Research Focus) (Level 8)

Professional Doctorates have been around in the UK since the early 1990's, although some more established doctoral programmes have also been brought under the professional doctorate umbrella. The aim of these programmes is to find novel approaches to integrating professional and academic knowledge. According to the UK Economic & Social Research Council (ESRC), students undertaking a professional doctorate are expected to:

"...make a contribution to both theory and practice in their field, and to develop professional practice by making a contribution to (professional) knowledge."

In the UK, the professional doctorate is a qualification awarded at level 8 on the national qualifications framework. The higher doctorates are stated to be "A higher level of award", which is not covered by the qualifications frameworks.

The diploma issued by Training Qualifications, UK (TQUK), an OFQUAL regulated awarding organization as "Professional Doctorate Diploma for Executives" will enable the graduates to hold NVQ Level 8 Qualification which is a doctorate level qualification in National Qualifications Framework, U.K. and be entitled for the respected designation of "**Professional Doctorate**".

Both Ph.D and Professional Doctorate graduate could be conferred the title "**Dr**", but the two qualifications are not the same.

Course Structure

Foundation Block of Study

1. Principles of Research (15 credits)
2. Research Methods (15 credits)

Progressing Block of Study

3. Developing Effective Literature Review (15 credits)
4. Analytical Techniques in Research (15 credits)

Final Stage of Study

5. Professional Dissertation Project (60 credits)

*Dissertation is required to submit for graduation

Endorsed
by TQUK

Membership, Designation and Professional Courses

Membership

1. Student Member – Stud.AMS
2. Associate Member – A.M.A.M.S.
3. Full Member – M.A.M.S.
4. Fellow – F.A.M.S.
5. Company – CO.A.M.S.
6. Chartered Fellow – Chartered F.A.M.S.

Specializations:

- Chartered Fellow in Business
- Chartered Fellow in Management
- Chartered Fellow in Finance
- Chartered Fellow in Capital Management
- Chartered Fellow in Hospitality
- Chartered Fellow in Actuary
- Chartered Fellow in Estate Management
- Chartered Fellow in Property & Facilities Management

7. Doctorate Fellow – Doctor F.A.M.S.

Specializations:

- Doctorate Fellow in Business
- Doctorate Fellow in Management
- Doctorate Fellow in Finance
- Doctorate Fellow in Capital Management
- Doctorate Fellow in Hospitality
- Doctorate Fellow in Actuary
- Doctorate Fellow in Estate Management
- Doctorate Fellow in Property & Facilities Management


ACCESS OUR
WEBSITE FOR MORE
INFORMATION



Designation

1. Chartered Building Surveyor
2. Chartered Building Engineer
3. Chartered Civil Engineer
4. Chartered Colourist
5. Chartered / Certified Designer / Fashion Designer / Fashion Design Director

Membership, Designation and Professional Courses

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6. Chartered Director
 7. Chartered Energy Engineer
 8. Chartered Electrical Engineer
 9. Chartered Engineer
 10. Chartered Environmental Health Practitioner
 11. Chartered Environmentalist
 12. Chartered Forester
 13. Chartered Geologist
 14. Chartered Insurance Practitioner
 15. Chartered Insurance Broker
 16. Chartered IT Professional
 17. Chartered Land Surveyor
 18. Chartered Librarian
 19. Chartered Linguist
 20. Chartered Measurement and Control Technologist
 21. Chartered Mechanical Engineer
 22. Chartered Minerals Surveyor
 23. Chartered Psychologist
 24. Chartered Property Manager
 25. Certified Mobile & Satellite Communication Specialist
 26. Chartered Manager (Casino & Shopping Mall)
 27. Certified Manager (Casino & Shopping Mall)
 28. Chartered Manager (Mobile Commerce)
 29. Certified Manager (Mobile Commerce)

Professional Courses

- NVQ

1. Professional Doctorate Diploma for Executive (Research Focus) (Level 8) (Endorsed by TQUK) (Equivalent to Doctorate Degree)

- RQF

1. Level 8 Advanced Professional Diploma (Equivalent to Professional Doctorates)

Specializations:

- Business Administration
- Project Management
- Psychology
- Business Psychology
- Engineering
- Environmental Studies
- Hospitality
- Design
- Developmental Education

2. Level 7 Advanced Professional Diploma (Equivalent to Master's Degree)

Specializations:

- Business Administration
- Project Management
- Psychology
- Business Psychology
- Engineering
- Environmental Studies
- Hospitality
- Design
- Developmental Education

3. Level 6 Professional Diploma (Equivalent to Bachelor's Degree)

Specializations:

- Business Administration
- Project Management
- Psychology
- Business Psychology
- Engineering
- Environmental Studies
- Hospitality
- Design
- Developmental Education

4. Level 5 Professional Diploma

Specializations:

- Business Administration
- Project Management
- Psychology
- Business Psychology
- Engineering
- Environmental Studies
- Hospitality
- Design
- Developmental Education

-NQF

1. Postgraduate Diploma (Level 7)

Specializations:

- Postgraduate Diploma in Business Administration (Endorsed by TQUK)
- Others

2. Advanced Diploma (Level 5)

Specializations:

- Advanced Diploma in Business Management (Endorsed by TQUK)
- Others

LIFE IS NOT ABOUT FINDING YOURSELF,
IT'S ABOUT CREATING YOURSELF.

WHAT DO YOU WANT TO BE?

Special Acknowledgment :

Dr. Jeff Wooller

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