



**THE ACADEMY
FOR ADVANCE STUDIES**

In collaboration with:



Innovative Leadership and Strategic Management (ILSM) Pathways: MSc, MBA, MA – Course Specification

***Validated by Kesmonds International University (KIU), and
Delivered at the Academy for Advance Studies (TAAS) UK***

Course Code: TMAC/70111
Academic Year: 2023/2024

Please note: This course specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning, and assessment methods for each module.

A Warm Welcome

To TAAS master's degree designed to provide a breadth of concepts and solutions for potential postgraduate (Pg) students. Upon completion, you will be equipped with the knowledge, skills, and behaviors (KSBs) for the 21st-century workplace. It provides theoretical and practical learning experiences for the development of manager-level KSBs for Pg students and strategic managers alike. This Programme aims to increase your engagement and awareness in scholarly activities and more importantly provide opportunities for knowledge application through management simulations and real-world case studies. There will be a strong emphasis on active and participative education, which will include practical work-based learning, problem-based learning, and (formative) group work to develop analysis, synthesis, and decision-making abilities while stimulating creative thinking and application.

During the Programme there will be opportunities to develop critical thinking skills and an understanding of the principles and practice of strategic management and effective leadership in an organisation. Also, to better understand the strategic link of an organisation to corporate objectives, with the impact of risk management, ethical approaches including issues of sustainability and technological advancement, legislative concerns, and the challenges of leading a cross-cultural team. Course content will be delivered based on current and future practice and use real-life case studies and peer-reviewed and academic sources.

In line with the TAAS ethos, our Programmes content and assessment outline recognises the inclusivity and diversity of our global audience by considering differences in social, cultural, and economic perspectives. TAAS delivery team are highly experienced academics and industry experts; they are well equipped to provide students with both theoretical and practical experience. At the end of the Programme, you will be able to develop relevant KSBs required for your Pg learning journey and beyond.

All the best,
Postgraduate School



Useful Contacts

TAAS Services	Telephone and Email
Student Experience Team (SET)	+44 333 444 2025; info@taasltd.com
Graduate School (GS)	+44 333 444 2025; info@taasltd.com
Research Council (RC)	+44 333 444 2025; enquiry@taasltd.com
Academic Skills Tutor Team (ASTT)	+44 333 444 2025; info@taasltd.com
Library Services Team (LST)	+44 333 444 2025; enquiry@taasltd.com
IT Services (ITS)	+44 333 444 2025; enquiry@taasltd.com
Registration Support	+44 07342121473; registration@taasltd.com
Virtual Learning Environment (VLE)	+44 333 444 2025; https://moodle.taasltd.com
Admissions Office	+44 333 444 2025; admissions@taasltd.com
Students' Champion Desk	+44 07342121473; mdariescu@taasltd.com
Director of Studies	+44 07342121473; apius@taasltd.com



A. Course Details

TAAS Postgraduate School.	Sustainable Leadership and Management
Programme Titles.	Innovative Leadership and Strategic Management (ILSM): MSc, MBA & MA Innovative Leadership and Strategic Management (ILSM): Postgraduate Diploma (Dip)
Accrediting Institutions.	Kesmond International University (KIU) International Association for Quality Assurance in Pre-tertiary and Higher Education (QAHE)
Delivery Institution.	The Academy for Advance Studies (TAAS)
Delivery Language and Approach.	English and Hybrid Learning
Entry from the Academic Year.	2023/2024
Duration of Study.	Postgraduate Diploma Full-time (8 Months) Postgraduate Diploma Full-time (16 Months) MSc, MBA & MA Full-time (12 Months) MSc, MBA & MA Part-time (24 Months)
Exit Awards.	MSc, MBA & MA Postgraduate Diploma (level 7)
Courses Definition.	Postgraduate Level Awards - Innovative Leadership and Strategic Management
UK framework for HE qualification. European qualifications framework.	FHEQ Level 7 EQF Level 7
UK credits and ECTS.	The UK qualifications and credit framework stipulates that a postgraduate diploma normally consists of (120 credits), with a minimum of 90 credits at level 7 MSc, MBA & MA normally consist of 180 credits
Conferment Certificate of Award	Conferment is the formal ratification by the TAAS and KIU of the recommendations made by the approved examiners. All awards will be ratified by the Provost and Senior Management Team. The certificate of an award conferred by TAAS and KIU shall record: <ul style="list-style-type: none"> • The name of the TAAS who is sharing responsibility for the student's course of study or programme • The student's name, as provided by them through TAAS Applicant and Student Record System, at the time of conferment. • The award and transcript • The title of the course (if any) is approved for the purpose of the certificate • The certificate shall bear the signatures of the TAAS Provost and KIU President
Relevant QAA Subject. Benchmark Statement.	QAA general postgraduate degrees (2015) QAA postgraduate degrees in management (2015) The programme is informed by the QAA's Degree Characteristics. The guidelines published by the QAA Code of Practice for taught programmes have also informed the design of the programme.
Course Leader	Assoc. Prof. C. Manian, FHEA.

Quality Assurance Agency (QAA): External Evaluator.	Dr. P. Justus.
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B. Course Validation

Month and Year	QAHE Programmatic Accreditation	Details
June 2023	<p>International Association for Quality Assurance in Pre-tertiary and Higher Education (QAHE) is an ISO 17011:2017 certified independent and non-governmental Accrediting Agency, which is duly recognised by Council on International Higher Education Supervision (CONIES) Austria, and Public Foundation Independent Accreditation Agency. “BILIM-STANDARD.”</p> <p>QAHE ISO 9001:2015; ISO 29990 and 21001 Certifications are international standards that provide guidelines for educational institutions and training companies to develop and implement effective quality management systems.</p>	<p>TAAS master’s course has successfully gone through QAHE programmatic accreditation, which is designed to evaluate and recognise educational programmes.</p> <p>This course is accredited by QAHE.</p>



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Dear Student,

TAAS (UK) is the official London campus for KIU; which is a research-led, innovative university with a proven track record of horizontal and vertical synergies, for a sustainable wide participation approach, while leveraging modern technologies to guarantee a positive learning experience for all.

KIU was founded as a non-denominational institution with the goal of advancing the professional and personal ambitions of its students by providing a demanding, yet supportive educational experience. Registered in the state of Delaware USA with file number 6397318 icis.corp.delaware.gov. KIU operates across a dozen countries. KIU validates undergraduate and postgraduate courses for TAAS.

Welcome to the TAAS sustainable leadership and management school; the team looks forward to meeting you online and on other occasions.

All the best with the thesis writing:

Prof. Dr. A. Pius, SFHEA, CMgr FCMI, FRSA, FinstLM.
 Provost/Director of Studies
 The Academy for Advance Studies (TAAS)
 Email: apius@taaslt.com

Prof. Dr. Atanga D. Funwie, Ph.D, D.Edu. Hon.
 Academic Board President
 Kesmonds International University (KIU)
 Email: president.kiu@taaslt.com



1. Overview

This course explores the concept of leadership and management, encouraging you to think about them as a practice rather than a position of hierarchy. You will reflect on the theory, research, and application of leadership and management, including the differences between them, and relate this to your own work in supporting the learning of others. You will also analyse and reflect on how you can become an ethical leader and manager to others and consider your own professional development too.

Students will benefit from the expertise of world-class academics who are known for their inspiring and engaging teaching, as well as their research that looks to influence practices, policies, and debates – both nationally and internationally. Develop advanced knowledge, skills, and the right attitude to work, you will be supported by experienced academics and non-academic teams to build your practical skills and approaches to leadership and management in a structured and reflective way, including the opportunity to apply your learning to a case study in your own workplace or setting.

You will be encouraged to engage in discussions and provide critical friendship through constructive feedback to other learners, working together to find creative solutions to problems and challenges posed in the course materials or that you face in your working life. From the very beginning, you will be able to apply your newly gained knowledge and skills to make positive changes in your personal conduct and professional practice. Your learning will be relevant to a variety of contexts and settings which will help you ethically in your current role and throughout your career. Our teaching materials are derived from established academic research to help you develop critical powers of analysis, reflection, and the right attitude to work.

2. Course Aims

TAAS masters' Programme is to offer a distinctive, interdisciplinary, and integrative educational Programme for learners seeking to develop and consolidate their academic and managerial achievements. Furthermore, to this interdisciplinary approach, core data analytics modules have been embedded in the Programme in line with current realities.

The Programme is designed to expose students to current thinking and practice across a wide range of management and data analytics disciplines, delivered using a cross-cutting approach. A higher level of criticality is expected across the master's programmes, and this will allow students to consider more deeply the various functions of management.

Students will build on their existing understanding of management and organisations within a framework that enables them to relate their experience to contemporary ideas and practices in a global context. This is achieved through critical thinking, creativity, and personal development.

3. Course Modules

This section shows the core and option modules available as part of the course and their credit value. Full-time postgraduate students' study (180 credits) per academic calendar. The total credits for a postgraduate diploma at level 7 (120 credits) as a pathway, and for an MBA, MSc & MA degree (180 credits) as the final exit award.

Module code	Module Title	Status	UK credit	ECTS
PGM/7001	Personal and professional development	Core	20	10
PGM/7002	Contemporary issues in management	Core	20	10
PGM/7003	Finance for strategic managers	Core	20	10
PGM/7004	Managing within a cross cultural business environment	Core	20	10
PGM/7005	Marketing analytics and data management	Core	20	10
PGM/7006	Ethics, innovation, and sustainability	Core	20	10
Exit	A total of six modules at level 7 – Pg Dip.	Core	120	60

Award				
PGM/7007	MSc in project management and sustainability – dissertation.	Elective	60	30
PGM/7008	MBA in marketing analytics and business digitalisation - business consultancy	Elective	60	30
PGM/7009	MSc in sustainable logistics and supply chain management -dissertation.	Elective	60	30
PGM/7010	MBA in value creation and sustainable growth – business consultancy.	Elective	60	30
PGM/7011	MA in sustainable event management - capstone project.	Elective	60	30
PGM/7012	Leadership in the health and social care sector (MSc), dissertation.	Elective	60	30
PGM/7013	MA in entrepreneurship and sustainability - capstone project.	Elective	60	30
PGM/7014	MSc in innovation and sustainability - dissertation.	Elective	60	30
PGM/7015	MSc in digital marketing and data management- dissertation.	Elective	60	30
PGM/7016	MBA in sustainable fashion entrepreneurship – portfolio.	Elective	60	30
PGM/7017	MSc in ethical and social governance - capstone project.	Elective	60	30
PGM/7018	MA in social enterprise and sustainability - dissertation.	Elective	60	30
PGM/7019	MBA in digital transformation and technology - business consultancy.	Elective	60	30
PGM/7020	MA in creative talent management - capstone project.	Elective	60	30
PGM/7021	MA in sustainable tourism and hospitality management - capstone project.	Elective	60	30
Final Exit Award	A total of seven modules for a master’s degree: (MBA); (MSc); (MA).	Core & Elective	180	90

4. Learning Outcomes

On completion of an MBA; MSc or MA in Innovative Leadership and Strategic Management, students will have the:

4.1. Knowledge and Understanding

- Attain an extensive, in-depth, knowledge of the available tools, techniques and approaches to the analysis, planning, researching and implementation that guarantees success
- Attain and demonstrate specialist and systematic insights into the key disciplines’ leadership and management, with ethical considerations relating to each area
- Be able to apply this knowledge practically to management situations and issues, in both team and autonomous situations, leading to an ability to appreciate how to initiate and manage projects through their conceptualisation, costing, implementation, delivery and evaluation in both Innovative Leadership and Strategic Management
- Comprehend the significance and importance of Innovative Leadership and Strategic Management in proposing effective solutions at the strategic level, including a critical awareness of their place in overall corporate strategy

4.2 Specific Skills

- Appreciate the potential existence of problems at the interfaces of the client/supplier relationship, both internal and external, along with the importance of managing such relationships
- Be aware of the complexities of enacting integrated management approach programmes

across multicultural communities and business environments subject to differing legislative regimes

- Be very familiar with key data sources, be aware of how to access them, assess their utility and understand how to use and analyse the data, leading to a critical appreciation of the role and contribution of information and technology in strategic management and the evaluation of effectiveness performance

4.3 Key Transferable Skills

- Be able to communicate and present effectively in both individual and group situations, thereby learning how to contribute with confidence in work and related environments, to enhance the development of professional credibility and opportunity
- Develop the ability to reflect on their learning experience and practice, relating this to the identification of future employment opportunities

5. Return of Marks

The mark for each module on the programme must be returned to the board of examiners and disclosed to students using the scale below: Marking scale applicable to MSc, MBA, and MA.

Grade Descriptors	Marking Scale
Fail	0-49
Pass	50-59
Pass with Merit	60-69
Pass with Distinction and over	70 and above

6. Compensation, Failure, and Core Modules

A student shall, on assessment and any reassessment, be deemed to have passed all modules of the programme, notwithstanding that marks of less than 50 have been obtained in one or more modules if each of the following conditions for compensation is met:

- a) the average mark over all modules taking due account of the credit value, is not less than 50;
- b) no single mark for any module of level 7 assessed is below 50;
- d) module marks less than 50 (level 7) are compensable, provided the total credit value of these modules does not exceed 40 out of the 120 credits studied as part of a master's degree or 20 out of the 120 studied as part of a postgraduate diploma;

6.1. All calculations used to determine a student's right to pass modules by compensation must use the best module marks available, regardless of whether the assessments are first or later attempts.

6.2. Where the compensation rules do not apply, the board of examiners may still exercise discretion under postgraduate Examination Conventions 19, 40-42. 8. Candidates for postgraduate diplomas and master's awards are required to pass all modules (including by resit, compensation, or discretion). A master's student failing modules outright may be considered for the award of an MBA, MSc, and MA.

7. Reassessment

7.1. A student who passes a module (including by compensation or discretion) cannot be reassessed for any component of that module.

7.2. A student who fails up to 40 credits of the postgraduate diploma has the right to one reassessment for each module failed. The form of the reassessment may vary from the original, at the discretion of the board of studies.

7.3. A student who fails more than 40 credits of the postgraduate diploma will not normally be permitted to continue or be reassessed without the support of the chair of the board of examiners.

7.4. A student who has the right to a second attempt will be automatically entered for failed modules (and any failed non-modular aggregated assessments) at the next available occasion of assessment (normally in August of the same academic year).

8. The Award and Classification of MSc, MBA, and MA

Students are entitled as of right to the class of award (i.e., Pass, Merit, or Distinction) yielded by the average mark for all modules and all non-modular aggregated assessments taking credit values into account.

The board of examiners must consider whether students should be awarded a higher classification of the award by the exercise of discretion in the following cases:

- a) where there is a positive assessment of the impact of medical or other mitigating circumstances by the Programme Extenuating Circumstances Committee (PG Exam Convention 14 and 15).
- b) where students have weighted averages of 58 or 59, 68 or 69, (after rounding of marks). The board of examiners shall have regard to the following:
 - 1) the overall profile of individual marks achieved in modules;
 - 2) exceptional performance by the student in any module, including, for example, research-based modules or in an oral examination where this is part of the programme regulations; iii. progressive improvement in performance by the student.

The board may also use discretion to recommend the award of a postgraduate diploma or Master's degree of any class to a student who has not been recommended for an award.

9. Failing Performance - MSc, MBA, and MA

A candidate, who fails to meet the criteria for a master's degree may be recommended for the award of a Diploma award, by the board of examiners:

- a) Where there is an associated Pg Dip, this may be awarded using the criteria laid down in those regulations;
- b) Where there are no associated regulations, a Pg Dip may be awarded to a candidate who has achieved an average mark of at least 100 over the course of 120 credits, which satisfies TAAS requirements.

10. Mid-year Student Withdrawals

A student who withdraws from the course during the academic year will be considered for the appropriate exit award at the next scheduled meeting of the Board of Examiners.

11. Entry Requirements

- Normally a first-degree, second-class lower is or above, or an equivalent of a level 5 Extended Diploma from an accredited institution and a Higher National Diploma or equivalent from overseas with extensive workplace experience at a managerial level
- Considerable experience in the industry with an up-to-date portfolio, but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the Programm.

12. Course Highlights

- Lectures and seminars: 12-14 hours per week
- Self-study: 30 hours per week
- Assessment type: Coursework
- Progression: When you complete the diploma or master's degree modules with a minimum average of 50% on the first attempt, you will be able to progress to a master's level programme
- Progression onto the MBA is conditional on you passing the postgraduate Diploma or master's degree modules with a minimum average of 50% at the first attempt and having relevant work experience
- The postgraduate diploma serves as a stand-alone, internationally recognised qualification which will be awarded upon achieving a pass of 50% in each module

13. Employment and Further Study Opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e., employability skills. The TAAS is committed to developing employable graduates by ensuring that:

Career development skills are embedded in all courses:

- Opportunities for part-time work, placements, and work-related learning activities are widely available to students
- Students are encouraged to take up both the mentoring scheme and an internship
- Staff continue to widen and strengthen the TAAS's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the TAAS's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students

14. Learning and Teaching Methods and Strategies

14.1. Hybrid Learning

Acquisition of all learning outcomes is via engagement with the online module learning material and the online tutoring and Programme participant support mechanisms, both of which are delivered via the TAAS online learning platform (a Moodle-based system). The learning material comprises purpose-written self-contained lessons with frequent activities and feedback to generate learning and reinforce knowledge acquisition through the frequent application of learning to specific examples.

Embedded within the text are links to further reading and appropriate websites. Feedback within the learning material is provided to allow Programme participants to check their understanding with that of the tutor. Additionally, group learning activities direct Programme participants to the tutor-facilitated discussion forums where they engage in discussion with their peers and receive formative feedback from the module tutor.

Each of the 20 credit modules provides Programme participants with an understanding of key theoretical and practical management issues, debates, and academically informed literature.

The teaching/learning methods adopted are transferable across modules, are similar across modules, and include online class discussions, exercises/case studies, and group discussions.

For each subject being taught a Programme of structured online learning activities using both formative and summative assessment is applied. The emphasis is on action learning through the mediation of the module leader for each module. Learning and Teaching activities are:

14.1.1. Asynchronous

Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our Virtual Learning Environment, Guided group / project-based work, and research tasks.

Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves. Podcasts and narrated PowerPoints.

14.1.2. Synchronous

Online seminars facilitated by VOIPs where theory and practice are integrated. Live chats
Based on the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives, and personal circumstances.

Independent study is the cornerstone of the learner's experience, supported by subject specialist engagement with the tutor and peer engagement.

A-synchronous learning will be supported by online lectures, seminars, and workshops. Students will have full access to an online platform and all Programme resources within it. Students will also have access to learning resources at each partner institution.

15 Your Sources of Support

15.1 Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, and additional support available. You will be provided with the Programme Handbook, which provides detailed information about the course. Each course has a course leader. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. TAAS uses a Virtual Learning Environment called Moodle where students access their course materials and can communicate and collaborate with staff and other students Learning Support.

Learners will get to experience a range of teaching approaches in this course, and we will help them to develop the study and learning strategies that best support them in acquiring and developing their leadership and management, language, and academic skills. Each module will have a practical focus, and timetabled sessions will allocate time to tuition, group work, and assignment workshops. Each week, we offer at least 15 hours of learning, including lectures, workshops, or seminars, plus extra an hour of academic tutorial to support assignments writing. Our teaching approach places emphasis on facilitation, where the tutors will guide and support learners as they complete a variety of tasks. One-to-one discussion between tutor and learner is also an important feature of the Programme where the learners will have the opportunity to discuss their progress and raise any concerns about their studies.

In tutorial sessions, learners will receive detailed and constructive feedback on progression, and the students will be assisted in finding the strategies that will enable them to complete the course. In addition, learners will have access to our Virtual Learning Environment – a website with a wide range of additional learning materials, interactive content, and support resources.

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Moodle, students can attend Study Skills workshops and one-to-one appointments. Students can search the entire library collection online through the Library Search service to find and reserve printed books and access electronic resources (databases, e-journals, e-books).

15.2. Student Experience Team (SET)

The role of the TAAS Student Experience Team is to ensure that you are progressing well in your studies, and they will assist you throughout your programme with any support query relating to your studies. At the start of the intake, a Student Success Coach will help to ensure that you are familiar with processes, procedures, rules, and regulations and will support you with working through the Induction Module on VLE. After completion of your Induction Module, you can contact a Student Support team anytime via email studentsupport@taasltd.com.

Please do not hesitate to make contact if there is anything you are not too sure of or if you need further clarity on anything, the Team is ever ready to assist you and the team will also monitor your progress closely during your studies with TAAS.

15.3. Director of Students' Experience

TAAS Director of Student Experience is responsible for Student Experience and the Team.

15.4. Center Manager

The programme manager has overall responsibility for the structure and delivery of your programme. You may meet him/her as you progress with your studies, as some of them do teach on the course they lead.

15.5. Academic Skills Mentors'

At TAAS we have a team of Tutors for Academic Skills, who facilitate workshops and also offer one-to-one support to our students to help them to develop and improve their academic skills.

15.6. Virtual Learning Environment (Moodle)

Moodle is TAAS's online facility designed to enhance your learning experience and help you through your studies. It provides access to:

- Your Induction
- Your Modules – This includes module materials, lessons, and assessment details
- Resources such as online electronic libraries and support information (user guides, links, rules, and regulations, contact details, your Student Handbook)
- Discussion Forums and messaging facility
- Study Skills – access to online resources to assist with study skills including referencing, academic writing skills, numeracy, and exam skills.
- Careers Resources – access to comprehensive personal and career development resources.
- Wellbeing Portal – Useful resources and information to support your student journey

You will find a detailed explanation of the key functions of Moodle and how to use them during your Induction. The site will be updated regularly with new and relevant information as it becomes available. Lecturers may make announcements or add notes to relevant sections or engage with you in discussion forums. Moodle will be our principal way of communicating with students registered for this programme, so it is essential that you visit VLE on a regular basis. Please remember to look at the 'News & FAQ's' section for new messages and discussions.

If you require assistance navigating Moodle or with any of the features on Moodle, there is a range of guides under the 'My Resources' menu.

16. Learning Materials

You will access your core learning material for the programme via VLE under 'My Learning.' The module learning materials are designed to facilitate your learning and to allow you to achieve the learning outcomes for each module. The material is interactive and contains practical activities, which have been designed to enable you to apply theoretical principles and frameworks. As with the induction module, each is broken down into lessons containing learning materials, activities, and discussions.

To get the best out of your learning experience, you are encouraged to discuss your ideas with other students or your colleagues; this will make learning much more stimulating. Remember, if in doubt, or if you have any questions about the modules or how to study, ask your Lecturer. An effective way to do this is via the discussion area in the relevant lesson. This way other students who may have related questions will also benefit.

17. Library Resources

As a TAAS student, you have access to an extensive Digital Library and e-books. As well as a range of academic and industry databases that you can use to research and gain in-depth information on your area of study. The Library Portal can be accessed under the My Resources section of [Moodle](#)

You will use your [TAAS Office 365 login credentials](#) to access the resources available through the library. Your TAAS Office 365 details along with details on how to recover your password will be supplied to you via email when you register for your programme. If you have not received this email or require assistance with your Office 365 credentials, please contact help@taasltd.com and a member of the team will be happy to assist.

18. Support Services

TAAS Student Affairs department provides advice and guidance on accommodation, financial and legal matters, personal counseling, health and disability issues, careers, and specialist advice for international students and the chaplaincy provides multi-faith guidance. TAAS Students' Union also provides a range of facilities to support students during their time at the College.

19. How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by KIU Validation Panel in 2023. The panel included internal peers from both KIU and TAAS and a representative from the industry. This helps to ensure the comparability of the course with those offered in other universities and its relevance to employers.

The course is also monitored each year by the faculty to ensure it is running effectively and that issues that might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement, and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts into place an action plan. This may for example include making changes to the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years, e.g., from Course Committees, is also part of the evidence used to assess how the course has been running.

20. Student Feedback?

Student feedback is important to TAAS and student views are taken seriously.

Student feedback is gathered in a variety of ways. Through Course Committees students can express their voice in the running of their course. Student representatives are elected to the Committee to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the student representatives.

Each School also has its own Student Forum with student representatives; this enables wider discussions across the faculty. Student representatives are also represented on key School and TAAS committees. All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader of the effectiveness of the module and highlight areas that could be enhanced.

TAAS also has an annual Student Experience Survey which seeks the opinions of students about their course and student experience. Final year students will be asked to complete the National Student Survey which helps to inform the national university league tables.

21. How to Access Moodle:

You can access the VLE site directly by entering the following web address in your web browser: www.taasltd.com

1) Enter your username and password and click 'Login.'

Select the relevant Module from the "My Modules" section in the middle of the screen.

21.1. Induction

At the start of your study. An online induction module that contains all the information you need to get you started including how to use VLE, how to access support, and a range of activities to introduce you to key study skills which will help you with the programme. The aims of the Induction are for you to:

- Get to know the staff and fellow students;
- Gain a comprehensive understanding of various aspects of your programme of study;
- Access a range of resources to support your study;
- Ask questions relating to any aspect of the learning experience;
- Become acquainted with TAAS procedures and policies;

At the start of your intake, you will receive an email with your username and password for VLE which will allow you to access your Induction module by logging onto VLE and selecting the Induction module. The induction includes several topics each with learning materials, activities, and discussion areas. This structure will be replicated in each module once you start the programme. It is recommended you work through each lesson and conduct the activities; these can be found in the 'My Induction Learning' menu.

22. Course Structure

The course consists of six compulsory modules taken over two semesters (**one academic year**).

Time	Module	Assessment	Credit	ECTS
Semester 1: PGM/7001	Personal and professional development	An action plan	20	10
PGM/7002	Contemporary issues in management	Group ppt and blog	20	10
PGM/7003	Finance for strategic managers	Exam	20	10
PGM/7004	Managing within a cross cultural business environment	Report (case study)	20	10
Semester 2				
PGM/7005	Ethics and innovative leadership	Write a proposal (project)	20	10
PGM/7006	Marketing analytics and data management	Making a pitch before stakeholders (ppt)	20	10
	<i>Select one elective module below (pathway)</i>			

Exit Award	A total of six modules at level 7 – Pg Dip.	Assessment approach	120	60
PGM/7007	MSc in project management and sustainability	Dissertation.	60	30
PGM/7008	MBA in marketing analytics and business digitalisation -	Capstone project	60	30
PGM/7009	MSc in sustainable logistics and supply chain management -dissertation.	Dissertation.	60	30
PGM/7010	MBA in value creation and sustainable growth – business consultancy.	Capstone project	60	30
PGM/7011	MA in sustainable event management	Capstone project.	60	30
PGM/7012	Leadership in the health and social care sector (MSc).	Dissertation	60	30
PGM/7013	MA in entrepreneurship and sustainability	Capstone project	60	30

PGM/7014	MSc in innovation and sustainability.		60	30
PGM/7015	MSc in digital marketing and data management	Dissertation	60	30
PGM/7016	MBA in sustainable fashion entrepreneurship.	Capstone project	60	30
PGM/7017	MSc in ethical and social governance.	Capstone project	60	30
PGM/7018	MA in social enterprise and sustainability.	Capstone project	60	30
PGM/7019	MBA in digital transformation and technology	Capstone project.	60	30
PGM/7020	MA in creative talent management	Capstone project.	60	30
PGM/7021	MA in sustainable tourism and hospitality management.	Capstone project.	60	30
Final Exit Award	A total of seven modules for a master's degree: (MBA); (MSc);(MA).	Core & Elective	180	90

23. Assessment

The course provides a varied range of assessment methods, including individual and group coursework and presentations. The assessment regime in this course emphasises knowledge, analytical ability, and capability for autonomous and creative synthesis of information and ideas. Capacity for both independent and collective working is tested in the coursework component of the assessment and tends to concentrate more on the underlying theoretical frameworks and understanding of working hypotheses applicable to the subject areas, but case histories are also an option.

All 20 credit modules give students the opportunity to demonstrate the depth and breadth of their knowledge and understanding of the subject and the application of theory to specific situations and contexts.

The balance of assessed work varies depending on the range of assessments used. This can include work on case studies or exercises, with students preparing work individually, in pairs, or groups of 4-5. The group work may be spread throughout the module with regular presentations on progress and iterative feedback. Students also prepare presentations as much of their future work in leadership and management will involve case studies or making pitches for the senior management team. Where group work forms a major part of the assessed work an element of peer review or individual reflection will be included.

24.1. Formative Assessment

For this course formative assessment and feedback are critical features to evaluate the academic progression of the student and, if necessary, to allow the module leaders to modify their teaching and learning approach to improve student attainment before summative assessment is due. Therefore, formative assessment will be administered regularly by module tutors to assess a lesson or topic understanding as the module progresses.

25. Teaching Schedules

The Table below presents online lectures and seminars timetable.

Week	Dates	Suggestive Themes/Activities
1	04/09/2023	To be confirmed by SMT
2	11/09/2023	To be confirmed by SMT

3	18/09/2023	To be confirmed by SMT
4	25/09/2023	To be confirmed by SMT
5	02/10/2023	To be confirmed by SMT
6	09/10/2023	To be confirmed by SMT
7	16/10/2023	To be confirmed by SMT
8	23/10/2023	To be confirmed by SMT
9	30/10/2023	To be confirmed by SMT
10	06/11/2023	To be confirmed by SMT
11	13/11/2023	To be confirmed by SMT
12	20/11/2023	To be confirmed by SMT

26. References and Appendices

A good reference list is essential in achieving a good mark. The list should only contain references that are directly cited within the text. The required approach must be taken as specified in the assessment briefs. Ensure your referencing conforms with the TAAS standard and practice.

Appendices are opportunities to include supporting documentation such as a copy of a survey or interview schedule that the reader can be directed to. If appendices are used, they must be referred to in the main body of the work.

27. Presentation

When writing and presenting your final work always remember there are marks available for the presentation. When considering this the marker will look at the use of language, the overall structure and coherence of the document, and the referencing. Consistent use of font size and spacing is essential.

References must be used as required by the appropriate referencing convention and spelling and grammatical errors should not be present in the final document. With some care, these are easy marks to add to your overall score.

28. Graduate Attributes

Bowden et al. (2000) concept underpins TAAS graduate attributes.

Graduate attributes	The application of competencies
Effective communication	Effectively communicate using verbally and in writing, through a range of media widely used in relevant professional contexts. Be IT, digitally, and information literate.
Lifelong learner	Manage employability, using the skills of personal development and planning in different contexts to contribute to the workplace and society.
Professional skills	Perform effectively within the professional environment. Work within a team, demonstrating people skills such as effective listening, negotiating, persuading, and presentation. Be flexible and adaptable to changes within the professional environment.
Reflective professional	Undertake critical analysis and reach reasoned and evidenced decisions, contribute critical thinking skills to find and innovate solutions.
Discipline expertise	Knowledge and understanding of the chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change.
Responsible global citizenship	Understand global issues and their place in a globalised economy, ethical decision-making, and accountability. Adopt self-awareness, openness, and sensitivity to diversity in culture.

29. Our Student's Responsibilities

Online attendance at all sessions (lectures and seminars/workshop) are mandatory. It is important for your success in this Programme that you make every attempt to attend each session, and therefore attendance is an expectation, and registers will be taken. If you cannot attend, please inform (email) the Programme Administrator (09.00 a.m.) on the morning of the session and explain why you will be absent.

However, attendance at sessions alone will not guarantee you a good grade. Where sessions are interactive, you are expected to participate in reflection and answering questions. You are also expected to ensure you do the required reading before and after your weekly lectures and seminars as well as to prepare any work requested by the tutor. In all, your study should take up the equivalent of a full working week in hours.

You should check VLE and your TAAS e-mail on a regular basis (at least once per day, more often is preferable), to ensure that you have the latest information. Making the checks is your responsibility; we can put the information out there, but you have to do your part by reading it!

You are responsible for your own learning experience. If you are getting lost, confused, or struggling in any way, then please seek help immediately rather than later; we promise to listen, and if possible, to do what we can to help you sort out any problems you may have, but for us to help you, you have to call for help.

Appendix 1: Documents Ownership Details

DOCUMENT SIGN-OFF	
Document Name:	Regulations for Awards MBA, MSc, and MA - 2023/2024
Version Number:	V2.1
Equality Impact Assessment:	May 2023/2024
Privacy Impact Assessment:	Not Applicable
Approved by:	Management Sciences Committee - MBA, MSc, and MA
Date Approved:	Management Sciences Board – 20/04/2022 tbc TAAS/records – 25/06/2023 tbc
Effective from:	30 th July 2023/2024
Date for Review:	Annually
Author:	Registry
The Owner (if different from above):	Senior Management Team (SMT)
Document Location:	https://www.taasltd.com/postgraduate/degrees
Compliance Measures:	A compliance check has been completed and this is available on request, email info@taasltd.com
Related Policies/Procedures:	There are many regulations/policies/procedures that may impact these regulations, in the main these are: <ul style="list-style-type: none"> ▪ Regulations for master’s students 2023/24 ▪ Quality Assurance Procedures for Taught Awards 2022 ▪ MBA, MSc, and MA Handbook (online)

Appendix 2: To ensure you have a great learning experience, we ask that you:

- ✦ Treat everyone that works or studies with TAAS with respect and comply with our policies and regulations
- ✦ Engage positively with your programme, your lecturers, and fellow students to make the most of the learning opportunities we provide
- ✦ Help us understand your motivations, personal schedule, and targets so that we can help you achieve your goals
- ✦ Keep your lecturers and student success coach updated on your progress, how you are feeling and if you have any concerns that may be holding you back
- ✦ Commit to your studies by attending and taking part in scheduled activities
- ✦ Seek help and advice when you need it and make the most of the support available to you
- ✦ Complete and hand in assessments on time, with diligence and honesty, whether or not they count towards the final mark and take on board the feedback we provide to help you succeed
- ✦ Be an 'TAAS ambassador' and promote good, positive behaviour at all times
- ✦ Tell us what you think by providing helpful feedback through evaluations, surveys, and your student representative

To help you have a great learning experience, we will:

- ✦ Provide a warm welcome and be respectful and professional at all times
- ✦ Continually deliver high quality, engaging teaching and learning opportunities and access to a wide range of online learning materials
- ✦ Publish clear and accurate information about your programme and our policies, procedures, and regulations
- ✦ Support you on your journey by actively encouraging you to engage with and successfully complete your programme
- ✦ Work with you to clarify your career aspirations and give you the tools to achieve your goals
- ✦ Give you helpful and timely feedback on your assessments, offering guidance for improvement and supporting your development
- ✦ Equip you with the resources and academic and pastoral support needed to achieve the learning outcomes for your programme
- ✦ Help you develop a set of personal and professional skills over and above your academic studies as laid out in our 'graduate attributes' (explained in your Programme Handbook)
- ✦ Create opportunities to work with others and network with students from all around the world
- ✦ Boost your employability by building on your transferable skills throughout your studies
- ✦ Encourage you to develop professional ethics, to strive for equal opportunities and to value diversity
- ✦ Listen and respond to constructive feedback and support you to participate in the development of the College.

Appendix 2: The UK Quality Code

Typical higher education qualifications awarded by degree-awarding bodies within each level	FHEQ	FQHEIS	Corresponding QF-EHEA cycle
	FHEQ level ^a	SCQF level ^b	
Doctoral degrees (eg, PhD/DPhil, EdD, DBA, DCLinPsy) ^c	8	12	Third cycle (end of cycle) qualifications
Master's degrees (eg, MPhil, MLitt, MRes, MA, MSc)	7	11	Second cycle (end of cycle) qualifications
Integrated master's degrees (eg, MEng, MChem, MPhys, MPharm) ^d			
Primary qualifications (or first degrees) in medicine, dentistry and veterinary science (eg, MB ChB, MB BS, BM BS ^e ; BDS; BVSc, BVMS) ^f			
Postgraduate diplomas			
Postgraduate Certificate in Education (PGCE) ^g /Postgraduate Diploma in Education (PGDE) ^h			
Postgraduate certificates			
Bachelor's degrees with honours (eg BA/BSc Hons)	6	10	First cycle (end of cycle) qualifications
Bachelor's degrees		9	
Professional Graduate Certificate in Education (PGCE) in England, Wales and Northern Ireland ^g			
Graduate diplomas			
Graduate certificates ⁱ			
Foundation degrees (eg, FdA, FdSc)	5	NA	Short cycle (within or linked to the first cycle) qualifications
Diplomas of Higher Education (DipHE)		8	
Higher National Diplomas (HND) awarded by degree-awarding bodies in England, Wales and Northern Ireland under licence from Pearson ^j		NA	
Higher National Certificates (HNC) awarded by degree-awarding bodies in England, Wales and Northern Ireland under licence from Pearson ^j		4	
Certificates of Higher Education (CertHE)	7		

Appendix 3: Credit Framework

UK Credits / The European Credit Transfer and Accumulation System (ECTS)/US Credits

As a rule, one UK credit equates to 10 hours of work, a 20-credit module requires two hundred hours of study on average. A full academic workload for this course is deemed to be 180 UK credits or 90 ECTS in a full year.

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

Appendix 4: Generic Assessment Criteria

Mark Bands	Generic Assessment Criteria
80%+	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding, and skills appropriate to the Level of the qualification. There is also unequivocal evidence showing that all the learning outcomes and responsibilities appropriate to Level 7 are fully satisfied. At this level, it is expected that the work will be exemplary in all categories (subject relevance, knowledge, analysis, argument and structure, critical evaluation, presentation, and use of academic sources). It will demonstrate a particularly compelling evaluation, originality, and elegance of argument, interpretation, or discourse.
70-79%	The work examined is of a high standard and there is evidence of comprehensive knowledge, understanding, and skills appropriate to the Level of the qualification. There is articulated evidence showing that all the learning outcomes and responsibilities appropriate to that level are fully satisfied. At this level, it is expected that the standard of the work will be high in most of the categories cited above or by demonstrating particularly compelling evaluation and elegance of argument, interpretation, or discourse.
60-69%	The work is directly relevant to the requirements of the assessment and demonstrates accurate knowledge and sound understanding of key concepts and principles relevant to the discipline/ topic area. Good analysis with clear and orderly development of arguments. Links between analysis and solutions to problems are demonstrated. The argument presented is supported by reference to theory appropriate to the context. Confident description of relevant ideas with highly appropriate application. The writing style, spelling, and grammar are logical, in a readable style, and in an acceptable format. Appropriate use of relevant literature. Acknowledgment of different perspectives. Good use of source material. Use of a range of sources including a substantive amount from beyond the library.
50-59%	Some attempts to address the requirements of the assessment: may drift away from this in less focused passages. Adequate knowledge and understanding are demonstrated through the identification and use of key concepts and principles relevant to the discipline/ topic area. Some analysis is presented based on simple logic, demonstrating improved understanding, but with some reliance on descriptive or narrative content. There is the coherence of the argument evident but may suffer from some lack of consistency and focus. There will be limited references to supporting theory. Adequate description of relevant ideas with the most appropriate application. Competently written with only minor lapses from standard grammar, with an acceptable format. Use of literature that includes relevant texts, though not necessarily including a substantive amount beyond library texts.
40-49%	Some correlate with the requirements of the assessment but there are instances of irrelevance. There is limited though sufficient evidence of knowledge and understanding demonstrated through the identification of and use of key concepts and principles relevant to the discipline/topic area. Largely descriptive or narrative based with limited evidence or analysis, or links to solutions to problems. The argument is largely supported by assertion with only some reference to relevant theory. Logic and coherence of argument may suffer from inconsistency. Basic description of some relevant ideas but with minimal application and little analysis. A simple, basic style but with significant deficiencies in expression or format that may pose obstacles for the reader. Some appropriate literature is used to support the text. Does not necessarily go beyond the material tutor has provided. Limited use of sources to support an argument and/or recommendations.

30-39%	Relevance to the requirements of the assessment may be very intermittent and may be reduced to its vaguest and least challenging terms. The work examined provides insufficient evidence of the knowledge and skills required at this level. The work is weak in terms of demonstrating understanding, some irrelevant materials/ concepts/artifacts are presented for the discipline/topic area. Heavy reliance on descriptive content and/or paraphrasing. Findings may be irrelevant, contradictory, or not based on evidence. The basic argument may be inconsistent with little reference to theory. Lack of coherence and clarity in the structure. Incomplete description of relevant ideas with no application or analysis. Numerous deficiencies in expression and presentation; the writer may achieve clarity (if at all) only by using a simplistic or repetitious style. Very limited use of literature. Over-reliance on some of the material provided by the tutor.
29% and below	The work examined is unacceptable and provides little evidence of the knowledge, understanding, and skills appropriate to Level 7. The evidence provided shows that few or any of the learning outcomes and responsibilities appropriate to the level are satisfied. The work will be weak in several categories (subject relevance, knowledge, analysis, argument and structure, critical evaluation, presentation, and use of academic sources).

Appendix 5: TAAS Details



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Thank you for your time!