University of Wales
Trinity Saint David

HKMA
Advancing Management Excellence

PROGRAMME OF STUDY HANDBOOK

Doctor of Business Administration

LEVEL 7
(Part One)

The Hong Kong Management Association

December 2019

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INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study in the academic year 2019-2020.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

FEEDBACK AND STUDENT ENGAGEMENT

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways, including: through the student representative for your programme of study, through module evaluation questionnaires, or through informal meetings with your teaching staff. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

The University works to engage all students individually and collectively in the assurance and enhancement of their educational experience. The University has a strong commitment to students as partners in their educational experience.

It is recognised that student engagement, representation, feedback and support at collaborative partner institutions may take a different format to that at the University. For example, not all collaborative partner institutions have a Students' Union. However, all collaborative partner institutions are expected to:

- Value student engagement and the student voice
- Have a comparable set of systems and procedures in place which reflect the requirements of the specific delivery location
- Meet the University's principles of student engagement, representation and support
- Meet the expectations of the UK Quality Code for Higher Education
- Clearly articulate to students any variations to the principles
- Have good communication mechanisms in place to let students know what has been done in response to feedback.

WELCOME MESSAGE

Welcome to your University of Wales Trinity and St David Doctor of Business Administration programme. The purpose of this handbook is to tell you something about the programme on which you are enrolled. It provides you with a written record of the programme philosophy, structure and content, as well as key procedures and rules which the programme team have developed to facilitate the success of you and your fellow students.

THE AWARDING UNIVERSITY & THE VALIDATED TEACHING CENTRE

The University of Wales Trinity Saint David - The Awarding Institution

The University of Wales Trinity Saint David (UWTSD) was formed on 18 November 2010 through the merger of the University of Wales Lampeter and Trinity University College Carmarthen, under Lampeter's Roya Charter of 1828. On 1 August 2013, Swansea Metropolitan University became part of UWTSD.

The University's Royal Charter is the oldest in Wales and England after the universities of Oxford and Cambridge. In 2011 HRH the Prince of Wales became its Royal Patron. UWTSD delivers clear, tangible benefits for learners, employers, industry and communities by offering a vocational approach from entry level to post-doctoral research. UWTSD has a clear and exciting strategic plan which places emphasis on applied learning, strong academic disciplines and a clear commitment to innovation, enterprise and knowledge transfer. This connected university is driving through structural and strategic change which is closely associated with industry, business and enterprise. The University has a clear national profile – delivering for Wales and celebrating its distinctiveness on a UK and international stage.

The aim of UWTSD is to inspire individuals and develop reflective graduates and practitioners who can make a difference in society. Through work-based learning, research of international excellence and knowledge transfer networks, UWTSD aims to play a pivotal role in the promotion of social justice, economic renewal and the development of social and cultural capital.

Website: http://www.uwtsd.ac.uk

The Hong Kong Management Association (HKMA) - The Validated Teaching Centre

The Hong Kong Management Association (HKMA) has been approved by UWTSD as one of its validated institutions, and is empowered to offer courses in Hong Kong with standard and qualification equivalent to those offered in the United Kingdom.

Established in 1960, HKMA is a non-profit-making professional organization dedicated to providing Hong Kong with the management training and skills it needs to succeed.

As one of the largest providers of management training and education in Hong Kong, it offers annually over 2,000 programmes at all levels to more than 50,000 participants. Each year, more than 1,000 local, Mainland China and overseas organizations sponsor their staff to the training programmes offered by the HKMA. The Association also has close ties with a number of overseas universities from Australia, the UK, the USA, Switzerland and the Mainland China in offering offshore programmes in Hong Kong.

Website: http://www.hkma.org.hk

CURRENT MEMBERS OF STAFF

The following members of staff will be teaching on your Programme of Study:

Names and Contact Details

Contact	**Telephone No**	**Email Address**
Programme Administration		
Ms Francine Ngai	2774 8561	uwdba@hkma.org.hk
Ms Lottie Fung	2774 8568	uwdba@hkma.org.hk
Programme Coordination		
Ms Sharlotte Liu	2774 8536	uwtsddba@hkma.org.hk
Ms Celeste Wong	2774 8563	uwtsddba@hkma.org.hk
Lecturers		
Dr Andrew Chan		
Dr Millissa Cheung		
Prof Peter Fong	N/A	uwtsddba@hkma.org.hk
Dr Leo Ho		
Dr Stephanie Lee		
Dr Eddie Yu		

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to a Higher Education award in the United Kingdom have at least one External Examiner. The principal purposes of the University's external examiner system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions
- the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's External Examiner's Report for their programme of study by contacting the Programme Director. The current External Examiner for the DBA is Dr Peter Lycett from Solent University.

Please note that students are not permitted to make direct contact with the External Examiners without permission and to do so may be considered a disciplinary offence.

ACADEMIC YEAR

The academic year for your programme will be divided up as follows:

Part One	
Semester 1 Jan – Apr 2020	HKBM7002 Managing in Complex Environments: Strategies, Insights and Solutions
	HKBM7005 Strategic Change and Organisations
Exam Board – Jun 2020	
Semester 2 Jun – Aug 2020	HKBM7006 Visions for the Future – Theoretical Perspectives on Management
	HKBM7000 Approaches to Research and Academic Communication
Exam Board – Oct 2020	
Semester 3 Sept – Dec 2020	HKBM7003 Qualitative Research Methods
	HKBM7004 Quantitative Research Methods
Exam Board – Feb 2021	
Part Two	
Semester 4	HKBM8000 Research Dissertation

It is vitally important that the UWTSD DBA Local Secretariat have an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules. Each academic year, you will need to enrol as a student **and** you will need to enrol on the modules that you will be studying during the academic year. Failure to enrol properly or to inform the UWTSD DBA Local Secretariat of any changes to your personal details is likely to cause some or all of the following problems:

- failure to keep you generally informed;
- not being able to use the Library and Learning Resources;
- not being able to use the Information Technology services;
- failure to contact you in an emergency;
- delay in progressing from Part I to Part II where applicable;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

MODULAR TERMINOLOGY

Programme of Study (Course)

A Programme of Study is the collection of modules leading to a particular award.

Module

A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module Credit Rating

Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Level of Study

A level is assigned with each module to define its academic standard. These standards are based on the Level 7 National Qualifications Framework. The descriptors of the relevant levels of study are outlined in section 6.1.5 of Chapter 6 of the University's *Academic Quality Handbook*, a copy of which is available on the Academic Office section of the website: http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/

Students should note that expectations and demands of work at Level 7 are higher than those at undergraduate Levels 4-6, and that this will be reflected in the assessment and marking of the module assessments.

ASSESSMENT

At the start of each module, tutors will provide full details of the assessment for this module. This includes a full assessment brief, marking guidelines, clear information about deadlines and the turn-around feedback time for the assessments. It will also detail how students can discuss feedback.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Course Leader for any forms of coursework that cannot be submitted via Turnitin.

You will receive confirmation of your assessment marks after the Progression / Award Examining Boards. Any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

Additional needs in terms of assessment

If you have any additional needs in terms of assessment, it is your responsibility to liaise with the Course Leader regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs.

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Director.

Academic Appeals
Appeals which question the academic judgment of examiners shall NOT be admissible. Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the *Academic Quality Handbook*, and in supporting documentation published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

Assessment Regulations
The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's *Academic Quality Handbook*, a copy of which is available on the Academic Office section of the website:
http://www.uwtsd.ac.uk/academic-office/

Responsibilities of students in relation to the assessment process
As noted in Chapter 7 of the *Academic Quality Handbook*, students are responsible for ensuring that:

i) They read and understand the information provided about how they will be assessed, how their final award will be determined, and the action to take in the event that they experience difficulties relating to assessment.

ii) They attempt every assessment component of a module.

iii) They attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that they are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to them in advance.

iv) They submit work for assessment as required and in accordance with the required format and deadline.

v) They inform their Course Leader or Programme Director of any disability or long term impairment which might require special provisions for assessment.

vi) They familiarise themselves with the University's definition of unfair practice and undertake assessments in a manner that does not attempt to gain unfair advantage.

vii) They follow the prescribed procedures in the event that they experience extenuating circumstances or wish to appeal against the decision of an Examining Board.

viii) They keep a copy of work presented for assessment wherever feasible.

ix) They make their work available for sampling for external examining purposes and for archiving.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Your Programme of Study will be supported by access to a Virtual Learning Environment (Moodle) (https://moodle.uwtsd.ac.uk/login/index.php). In addition, you will have the online and offline information resources at HKMA and the online resources at UWTSD (depending on licencing arrangements). Further details will be available on Page 17 of this handbook.

PROGRAMME OF STUDY – Doctor of Business Administration

Programme Overview

University of Wales Trinity Saint David Regulations require that Professional Doctorate programmes consist of 540 credits, with 180 credits at Level 7 (Master's level) and 360 credits at Level 8 (Doctoral level). Students will be examined in two parts. Part One will comprise 180 credits of taught modules. Part Two will be research focused and will be completed by the presentation of a thesis and any portfolio of supporting material embodying the methods and results of the research. Please refer to **Appendix I** for the module specifications.

Programme Learning Outcomes

On completing this programme a learner at Level 7 and Level 8 would achieve the following outcomes:

Knowledge and Understanding (KU)

Successful candidates of the programme will be able to demonstrate:

KU1	The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, to extend the forefront of the business and management discipline, and merit publication.
KU2	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of the business and management discipline or area of professional practice
KU3	A detailed understanding of applicable techniques for research and advanced academic enquiry.

Cognitive Skills (CS)

Successful candidates of the programme will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Successful candidates will be able to:

CS1	Conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the business and management discipline, and to adjust the project design in the light of unforeseen problems
CS2	Continue to undertake applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches

Practical Skills (PS)

Successful candidates of the programme will be able to:

PS1	Make informed judgements on complex issues in specialist fields of business and management, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
PS2	Create, interpret, construct and/ or elucidate knowledge, which extends the forefront of the business and management discipline, usually through original research.

Key Skills (KS)

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:

KS1	An innovative approach to tackling and solving problems.
KS2	The development of an individual's professional practice to support them in producing a contribution to professional knowledge.

Programme Structure

The table below shows the current composition of the programme:

PART ONE LEVEL 7

Semester 1

Module Code	Title	Module type	Credits
HKBM7002	Managing in Complex Environments: Strategies, Insights and Solutions	Business & Core	30
HKBM7005	Strategic Change and Organisations	Business & Core	30

Semester 2

Module Code	Title	Module type	Credits
HKBM7006	Visions for the Future – Theoretical Perspectives on Management	Business & Core	30
HKBM7000	Approaches to Research and Academic Communication	Research & Core	30

Semester 3

Module Code	Title	Module type	Credits
HKBM7003	Qualitative Research Methods	Research & Core	30
HKBM7004	Quantitative Research Methods	Research & Core	30

PART TWO LEVEL 8

Semester 4 up to the end of maximum study period

Module Code	Title	Module type	Credits
HKBM8000	Research Dissertation	Research & Core	360

Remarks:
The Local Secretariat reserves the right to make changes to the delivery sequence of the above modules with notification.

ASSESSMENT OF PART I (TAUGHT MODULES)

Each module will be assessed independently in ways which reflect the objectives and learning outcomes of the module and the programme of study as a whole and the learning and teaching strategies employed within the module.

Details of assignments, guidance on the objectives of the assessment and criteria applied in marking will be provided at the beginning of each module.

Full information about the classification of results and regulations for progression can be found in Chapter 6 of the *Academic Quality Handbook*.

Details of what constitutes 'satisfactory progress' can be found in Chapter 6 of the *Academic Quality Handbook*. For further information on 'progress' see the *University Regulations – Postgraduate Student Guide.*

All work in Part I will normally be marked within the University's agreed 20 clear term-time working days turn-around time for assessed coursework. You will be contacted by the module co-ordinator if this is not possible.

Standard Format for Coursework

All coursework must be typed or word-processed. The Assignment Cover Sheet **(Appendix III)** must be attached to the assignment and submitted via Turnitin before the submission deadline. Students may convert the Word file or PowerPoint file into PDF format to avoid displacement of content. The following guidelines for the format and layout of assignments must be strictly followed by all students:

- One-and-a-half spacing should be used with a 2cm margin all around.
- Characters employed in the main text (but not necessarily in illustrations, maps etc.) should be 12pt.
- Characters employed in all other texts, notes, footnotes etc. shall not be less than 10pt.
- Typing should be of even quality with clear black characters, and capable of photographic reproduction.
- Harvard referencing must be used.

Submission of Coursework

All assessed written coursework needs to be submitted in electronic copy via Turnitin (for plagiarism checking) before the submission deadline. Alternative instructions will be provided by the module tutor for any forms of coursework that cannot be submitted via Turnitin.

Students need to take care to acknowledge all sources used and to reference correctly. You can submit draft version of your work to Turnitin before the submission deadline for plagiarism checking. Students should check the similarity report and make amendment on their coursework before the submission deadline, if necessary. As the generation of Turnitin Report takes time,

students are strongly advised to submit their final version of coursework at least one day before the submission deadline.

Late submission penalties will be applied to work that is not submitted by the published deadline. Work which is submitted up to one week late it will be capped at the pass mark 50% for first attempts; 0% for re-assessment. Work will not be accepted more than one week after the submission deadline and must be recorded as a non-submission.

Release of Results

The confirmed module results will be available on the student portal after the Progression / Award Examining Boards at which the particular module(s) have been discussed. Any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

Pass Mark & Progression

The pass mark for each taught module at Level 7 is 50%. A student cannot pass a module without attempting every component of the assessment associated with the module. Students are ONLY allowed to proceed to Part Two of the programme once they have successfully completed all taught modules and have met all financial obligations.

Re-assessment / Re-sit

Reassessment is not an automatic entitlement. Decisions concerning the redemption of failed assessment components will be taken in Progression / Award Examining Boards. Students will not be offered redemption opportunities for failed modules until they have completed Part One of the programme. The re-assessment fee is HK$1,500 per assessment.

The maximum number of re-assessment attempts that can be allowed for a particular module will be one. Students who fail to complete a module which has been re-assessed will be required to withdraw from the programme. The maximum mark awarded for re-assessed components or modules is 50%.

ADMINISTRATIVE MATTERS

Programme Fee

The total programme fee is to be paid in accordance with the payment schedule released to students before the commencement of the first semester. Students who do not comply with the payment schedule will not be allowed to continue with the programme.

Application for Credit Exemption / Recognition of Prior Learning (RPL)

Exemptions will be made on the basis of mapping previously obtained qualifications against the learning outcomes of the Level 7 modules. Given the importance of research for the doctorate, it is anticipated that most students are unlikely to be exempted from the research modules unless they have studied significant credits of research methods as part of their Masters/Doctoral provision. The maximum number of credits that can be exempted is 120 credits. Students cannot ‘pick and choose’ to be exempted from parts of modules or assessments. RPL is applied to entire modules. No exemptions from Part Two of the programme will be allowed.

Students who wish to apply for RPL must complete the form (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-appendices/pl/PL3D-RPCL-Application-Form-for-Collaborative-Partnership-Students-11-2018.docx)

together with relevant supporting documents (e.g. transcript, detailed syllabus, assessment requirements and contact hours of the previously studied courses etc.) and submit to the UWTSD DBA Local Secretariat at least one month before the commencement of the programme. **Application for RPL submitted after the programme commencement will not be considered.** The granting of RPL is at the sole discretion of the University.

Students are required to pay a non-refundable exemption processing fee of HK$500 per module when submitting the application for RPL. The exemption fee is HK$7,000 per module, which is payable upon successful application for exemption. Students will be notified of their results by email.

Attendance

Students are strongly encouraged to attend all sessions. Attendance records will be kept by HKMA and students are required to sign on the attendance sheet for each lecture. Although sessions are not mandatory, **if a student's attendance rate is low, re-assessment opportunities may not be granted by the Examination Board for failed modules.** Poor attendance is defined as having attended less than 70% of sessions.

Extenuating Circumstances

A student who believes that his/her performance in or ability to complete an assessment has been adversely affected by extenuating circumstances may request that those circumstances are recognised by the University. Claims for extenuating circumstances are judged on clear and transparent criteria as set out in the regulations and are considered by a cross-University Extenuating Circumstances Panel.

Extenuating circumstances refer to significant ill health during the assessment period, bereavement of a close relative or friend during the assessment period, or other similarly profound experience or difficulty that is outside the control of the student. For fulltime students, pressure in work is normally not considered as an extenuating circumstance. Loss of work due to the breakdown of electronic equipment or theft is also usually not accept as a reason for extenuating circumstances.

More detail on the conditions and process of Extenuating Circumstances claims can be found in the Academic Quality Handbook. SC01 Extenuating Circumstances form will need to be submitted with associated supporting evidence. https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-appendices/sc/SC01-EC_Form_ENG_11-2019.docx

Interruption of Studies

An Interruption of studies is defined as a formal extended break in a student's study during which a student is not required to engage with his/her studies. Students do not have the automatic right to interrupt their studies; a request to interrupt studies must be made to the Academic Office via the UWTSD DBA Local Secretariat on the approved form at least 2 weeks

before the commencement of semester. The grounds on which a student can request an interruption of studies are as follows:

- Health or Medical;
- Maternity, paternity or adoption leave;
- Compassionate (including bereavement and serious domestic difficulties);
- Financial;
- Exceptional Professional Commitments;
- Opportunities which contribute to academic development;
- Exceptional circumstances outside the control of the student that seriously compromises his/her ability to continue with his/her studies (including the impact of a situation in relation to learning differences/neurodiversity).

All applications must be supported by appropriate independent evidence. Incomplete applications will not be approved. An Interruption of Studies form with supporting evidence needs to be submitted https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-appendices/sc/SC02-IOS_Form_ENG_11-2019.docx
The total maximum period for interruption of studies is 12 months. More details are available in the University's Academic Quality Handbook.

ABOUT UNFAIR PRACTICE AND PLAGIARISM

The University defines unfair practice as 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage…'. Committing unfair practice in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that unfair practice has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another ***without acknowledgement***, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment

process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

Plagiarism: Regulations, Procedure and Penalties

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations Postgraduate Taught Student Guide Sept 2019* which is published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected.
All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Your School will provide sessions on referencing and plagiarism but as a general rule of thumb observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*

- *Paraphrasing or summarising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source.*

- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for..': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*

- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*

- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; ***"if in doubt, provide references."*** Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. The University has published guides to referencing which you can find here: https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/

There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

Other types of Unfair Practice

There are other types of unfair practice, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of unfair practice.

LIBRARY AND LEARNING RESOURCES

Learning Resources provided by HKMA

A subsidy of up to HK$1,000 per year will be provided to each student for applying the library membership at some local university libraries. Relevant receipt must be submitted to the UWTSD DBA Local Secretariat for reimbursement purposes.

Access to University Library

Students may be able to access some of the University's electronic resources, where licensing allows. For further details please go to the Library and Learning Resources web page for partner students at:
http://www.uwtsd.ac.uk/library/services/services-for-partner-students/

Currently, students are provided with access to UWTSD Collaborative Partnerships Online Library from EBSCO and ProQuest. The login details are as follows:

Direct EBSCO URL: http://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=ehost
Direct ProQuest URL: http://search.proquest.com
(Username and password: to be provided on a separate occasion)

STUDENT SUPPORT

HKMA offers a range of support and services for our students including:

- Academic Guidance
- Counselling

Student Space

HKMA's training rooms are fully equipped with teaching and learning aids, including computers, projectors and DVD players that are suitable for various types of training and classroom activities. The Association's classrooms and meeting rooms are open to the HKMA students for discussions and for undertaking group projects. The availability of student space is subject to advance booking and availability.

Career Development

Every student will be granted a one-year HKMA Associate Membership for free. As a member of the Association, you can enjoy the opportunities to meet and be associated with successful, experienced and professional executives and to develop important business contacts. You will also be regularly brought up-to-date on the Association's services and events through various communication channels.

Staff Student Committees

In order to promote the quality of student learning experience, Staff Student Committee comprising student representatives, teaching team and the HKMA programme team will be formed. Student Representatives will be elected at the beginning of the programme to share student views and issues at the Staff Student Committees meetings.

COMPLAINTS

If you are dissatisfied with an aspect of your experience as a student on a UWTSD programme, you have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Students are encouraged, in the first instance, to resolve the matter with the person or persons directly involved. If you wish to make a formal complaint, you should in the first instance pursue it through the partner institution's complaints procedures. If you remain dissatisfied, you may invoke the University's Student Complaints Procedure. Full details of the complaints process can be found in the 'Student Complaint Policy' in Chapter 13 of the *Academic Quality Handbook* and in supporting documentation published on the Academic Office section on the University's website: https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Student-Complaint-Policy.pdf

Appendix I: Module Specifications

[#] *Please note that all modules are subject to change by UWTSD without prior notice.*

Module Code	**HKBM7000**
Title	**Approaches to Research and Academic Communication**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To prepare the student to participate in academic research and scholarly discussion.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically reflect on the role of theory, epistemology, ontology and axiology in shaping and interpreting research;
- critically discuss approaches to reliability, validity and bias in social research;
- fully examine the ethical considerations in social research and develop research designs that meet a high standard of ethical practice;
- critically analyse communications, and communicate scholarship effectively.

INDICATIVE CONTENT

This module develops an in-depth understanding of the philosophy, practice and communication of applied academic research. To this end, students will study the following:

- theory, paradigms, epistemology and ontology – the philosophical underpinnings of research;
- positionality and bias in research;
- reading and evaluating research publications;
- study design – qualitative and quantitative methodology; measurement; experimental, quasi-experimental and naturalistic studies; causality and causal inference; sampling; common pitfalls and problems;
- making sense of data – approaches to data analysis, using theory to interpret data;
- ethics in social research;
- generating theory;
- making a contribution – What makes an original and important research question? linking to other research; applied social research; developing recommendations for evidence-based practice;
- academic communication – academic conventions and styles of communication; conference presentations; journal and report writing; peer reviewing; presenting

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)
☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	5000 words	60%

Assessment Component 2
(Tick one)
☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	10 minutes	40%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	60%
Practical	40%
TOTAL	100%

READING LIST

Module Code	**HKBM7000**	
Module Title	**Approaches to Research and Academic Communication**	
Classification	**Reading List entry**	**Electronic***
Essential	Costley, C., Elliott, G. and Gibbs, P. (2010) *Doing Work based Research: approaches to enquiry for insider-researchers.* London: Sage	☒
Essential	Dunleavy, P. (2003) *Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. Houndmills: Palgrave Macmillan.	☒
Essential	Grix, J. (2010) *The foundations of research.* 2nd ed. Houndmills: Palgrave Macmillan.	☐

Module Code	HKBM7000	
Module Title	**Approaches to Research and Academic Communication**	
Classification	**Reading List entry**	**Electronic***
Essential	Wellington, J., Bathmaker, A., Hunt, C., McCulloch, G. and Sikes, P. (2005) *Succeeding with your doctorate.* London: Sage.	☒
Further	Arbnor, I. and Bjerke, B. (2008) *Methodology for Creating Business Knowledge.* 3rd ed. London: Sage.	☒
Further	Babbie, E. (2009*) The Practice of Social Research*. Wadsworth: Cengage Learning.	☒
Further	Bell, J. (2010) *Doing your research project*. (5th edition) Maidenhead: Open University Press.	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) *How to research*. Buckingham: Open University Press.	☒
Further	Bryman, A. (2012) *Social Research Methods*. Oxford: Oxford University Press.	☐
Further	Bryman, A. (ed) (1988*) Doing research in organisations*. London: Routledge.	☒
Further	Campbell, A. and Groundwater-Smith, S. (2007) *An ethical approach to practitioner research*. London: Routledge.	☒
Further	Clarke, A. and R. Dawson (1999) *Evaluation Research: An Introduction to Principles, Methods and Practice*. London: Sage.	☒
Further	Costley, C. and Armsby, P. (2007) 'Methodologies for undergraduates doing practitioner investigations at work' *Journal of Workplace Learning* 19 (3), 131-145.	☒
Further	Easterby-Smith, M., Thorpe, R. and Jackson, P (2012 4th ed) *Management Research*, London: Sage.	☐
Further	Fox, M., Martin, P. and Green, G. (2007) *Doing Practitioner Research* London: Sage.	☒
Further	Gibbons, M., Limoges, C., Nowotney, H., Schwarzman, S., Scott, P. &. Trow, M. (1994). *The new production of knowledge; The dynamics of science and research in contemporary societies*. London: Sage.	☒
Further	Gill, G and Johnson, P. (2011 rpr) *Research Methods for Managers*, London: Sage.	☐
Further	Hammersley, M. (ed), (1993) *Social Research: Philosophy, Politics and Practice*. London: Sage.	☐
Further	Hart, C. (1998) *Doing a Literature Review*. London: Sage.	☐
Further	Kindon, S., Pain, R. and Kesby, M. (2007*) Participatory action research approaches and methods.* London: Routledge.	☐
Further	Newman D and Brown R (1996) *Applied Ethics for Programme Evaluation*. Thousand Oakes, CA: Sage.	☐
Further	Robson, C. (2016) *Real World Research*. 4th ed. Chichester: John Wiley and Sons.	☐
Further	Saunders M N K (2012) *Research Methods for Business Students*. 6th ed. London: Pitman.	☐

Module Code	HKBM7000	
Module Title	**Approaches to Research and Academic Communication**	
Classification	**Reading List entry**	**Electronic***
Further	Schön, D. A. (1987). *Educating the Reflective Practitioner.* San Francisco: Jossey-Bass.	☐
Further	Schostak, J. and Schostak, J. (2008) *Radical research: Designing, developing and writing research to make a difference*. London: Routledge.	☒
Further	Teddlie, C. and Abbas, T. (2009) *Foundations of Mixed Methods Research* London: Sage.	☐
Further	Thomson, A. (2009) *Critical reasoning: A practical introduction*. 3rd ed. London: Routledge.	☐
Further	Williams, M. (2000) *Science and Social Science*. London: Sage.	☐
Further	**Journals** Candidates will learn to identify significant journals in their areas of interest. In addition the following methodological journals to which TSD has subscriptions may be of use: *Academic Research Journal* *Action Research* *Electronic Journal of Business Research Methods* *Field Methods* *Journal of Academic Writing* (open source) *Journal of Mixed Methods Research* *Journal of Research Practice* *Journal of Workplace Learning* *Methodology: European Journal of Research Methods for the Behavioural and Social Sciences* *Practitioner Research in Higher Education*	☐
Further	**Websites** Methodspace http://www.methodspace.com/ Vitae http://www.vitae.ac.uk	☒

Module Code	**HKBM7002**
Title	**Managing in Complex environments: Strategies, Insights and Solutions**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To provoke an alertness and critical awareness of contemporary people management debates within organisations, in a global context.
- To inspire the student to identify and apply creative solutions to contemporary and complex management challenges that are inherent within all organisations.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically identify, analyse and assess the external environment and determine appropriate people management strategies aligned to ensuring organisation and stakeholder success;
- critically debate and put forward appropriate people management strategies that serve to remove indecision and create focus and purpose towards determining appropriate action throughout the organisation.

INDICATIVE CONTENT

This module adopts an applied perspective on contemporary management generally, and people management specifically. In particular, the module content will:

- empower the individual to focus on personal growth strategies that lead to: creative thinking, professional expertise within a specific management function, and a greater understanding of people management generally;
- focus on the importance of building sustainable partnerships with stakeholders, through the development of alternative working practices such as team working -supported by conducive organisational culture and appropriate developmental strategies;
- enable the student to actively respond to contemporary issues creatively and judiciously in a manner that is relevant to the ethical and social dimensions of practical management in the 21st Century;
- interrogate and critically evaluate the changing nature of work and contemporary people management practices that serve to lead individuals and organisations to sustainable success.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Report	7500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**HKBM7002**	
Module Title	**Managing in Complex environments: Strategies, Insights and Solutions**	
Classification	**Reading List entry**	**Electronic***
Essential	Farnham, D., (2010) *Human Resource Management in Context: Strategy, insights and solutions,* London: CIPD.	☒
Essential	Taylor, S., (2011) *Human Resource Management: Contemporary Trends and Future Agendas,* London: CIPD.	☐
Further	Beardwell, J. and Claydon, T., (2010) *Human Resource Management: A Contemporary Approach,* London: FT/Prentice Hall.	☒
Further	Burke, R. J. *et al.,* (2004) *Leading in Turbulent Times: Managing in the Changing World of Work*, London: Blackwell.	☐
Further	Burke, R. J. and Cooper, G. L., (2006) *Inspiring Leaders*, London: Routledge.	☐

Module Code	HKBM7002	
Module Title	**Managing in Complex environments: Strategies, Insights and Solutions**	
Classification	**Reading List entry**	**Electronic***
Further	Gulati, R., (2009) *Managing in a Downturn: Leading Business Thinkers on How to Grow when Markets Don't*, London: FT/Prentice Hall.	☒
Further	Redman, T. and Wilkinson, A., (2008) *Contemporary Human Resource Management: Texts and Cases*, London: FT/Prentice Hall.	☐
Further	Pettinger, R., (2004) *Contemporary Strategic Management*, Basingstoke: Palgrave MacMillan	☐
Further	Trompenaars, A., (2002) *Leaders for the 21st Century: How Innovative Leaders Manage in the Digital Age*, London: McGraw Hill.	☒
Further	**Journals** *British Journal of Management* *Coaching at Work* *Education and Training Journal* *Harvard Business Review* *HRM Review* *Human Resource Management Journal* *Industrial and Labour Relations Review* *International Journal of Employment Studies* *Journal of International Business Studies* *Journal of Labour Economics* *Journal of Management Development* *Journal of Organisational Behaviour* *Journal of Workplace Learning* *Management Science* *Management Technology* *Management Today* *Public Personnel Management* *Research and Practice in HRM* *Strategic HR Review* *The Academy of Management Journal* *The Academy of Management Review* *The Journal of Business* *The Journal of Human Resources* *The Journal of Industrial Economics* *Work Employment and Society* *Strategic Management Journal* *Harvard Business Review* *Journal of Organizational Behaviour* *Management Technology* *Managerial and Decision Economics* *MIS Quarterly* *Operations Research* *Organization Science* *The Review of Economics and Statistics*	

As this module deals with contemporary issues - which are transitory and changing - the essential and recommended texts and outline of the sessions will evolve. The main texts presented here provide a background to contemporary applied management practice and are more illustrative than definitive. Each of the sessions then develops upon different contemporary themes making use of a full range of textbooks, journal articles, government and industry reports, periodicals and news and media reports.

The module actively encourages students to source their own relevant and contemporary academic and non-academic information concerning contemporary applied people management practice through the exploration of academic journals, industry and Professional sources.

Module Code	**HKBM7003**
Title	**Qualitative Research Methods**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To provide a comprehensive grounding of the rationale and principles of qualitative data collection and analysis.
- To equip students with the knowledge required to undertake qualitative research at doctoral level.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically consider the underpinnings of qualitative research principles, and be able to recognise strengths and limitations of qualitative research techniques;
- critically assess the contexts appropriate for qualitative research techniques, and be able to apply qualitative data collection and analysis techniques in order to address a research question.

INDICATIVE CONTENT

- Foundation for Qualitative Research (Philosophical underpinning).
- The Planning and Formulation of Qualitative Research.
- Issues of Credibility.
- Moral and Ethical Perspectives in qualitative research.
- Researcher Role (Reflexivity).
- Qualitative Data Collection.
- Interviewing techniques, practice and issues (sensitivity, informal interviewing, repeat interviewing).
- Observational Research.
- Case studies.
- Ethnography (researcher roles, participant/structured observation).
- Visual and Documentary Data.
- Approaching the Analysis of Qualitative Data.
- Analysis through Mechanical/Abstraction/Coding.
- Analytical aids and the use of software to facilitate qualitative analysis.
- Communicating Qualitative Findings (researcher voice, style, structure).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Research Article	7500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**HKBM7003**	
Module Title	**Qualitative Research Methods**	
Classification	**Reading List entry**	**Electronic***
Essential	Bryman, A., Bell, E., (2015) *Business Research Methods. 4th edn.* Oxford (UK): Oxford University Press	☒
Essential	Silverman, D. (2009) *Doing Qualitative Research*. 3rd ed., London: Sage.	☒
Further	Bennett, J. (2009) *Doing your social science dissertation*, London: Sage.	☐
Further	Boeije, H., (2009) *Analysis in Qualitative Research*, London: Sage.	☒
Further	Costley, C., Elliott, G. and Gibbs, P. (2010) *Doing Work based Research: approaches to enquiry for insider-researchers* London: Sage	☐
Further	Creswell, J., (2012) Qu*alitative Inquiry and Research Design: Choosing Among Five Approaches,* 3rd Ed., London: Sage.	☐

Module Code	HKBM7003	
Module Title	**Qualitative Research Methods**	
Classification	**Reading List entry**	**Electronic***
Further	Creswell, J., (2014) *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches. 4*th edn. London: SAGE	☒
Further	Easterby-Smith, M., Thorpe, R., Jackson, P (2012) 4th ed. *Management Research,* London: Sage.	☐
Further	Gibbs, G., (2008) *Analysing Qualitative Data* (Qualitative Research Kit), London: Sage.	☒
Further	Gill, J. and Johnson, P. (2002) *Research Methods for Managers*, 3rd Ed., London: Sage.	☐
Further	Gobo, G., (2008) *Doing Ethnography*, London.	☐
Further	King, N. and Horrocks, C. (2010) *Interviews in Qualitative Research*, London: Sage.	☐
Further	Marshall, C. and Rossman, G.B. (2010) *Designing Qualitative* Research, 5th Ed., London: Sage.	☒
Further	Mason, J. (2002) *Qualitative Researching*, 2nd Ed. London: Sage.	☒
Further	Richards, L. (2009) *Handling Qualitative Data,* 2nd Ed. London: Sage.	☐
Further	Ritchie, L., Lewis, J. Nicholls, C., Ormston, R., (2014) *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, 2nd Ed.London: Sage.	☐
Further	Robson, C., McCartan, K. (2016) *Real World Research.* 4th edn. West Sussex: John Wiley & Sons Ltd	☐
Further	Saunders, M., Lewis, P., Thornhill, A., (2016) *Research Methods for Business Students.* 7th edn. Harlow: Pearson	☒
Further	Silverman, D. (2010) *Qualitative Research*, 3rd Ed., London: Sage.	☐
Further	Woods, P. (2005) *Successful Writing for Qualitative Researchers*, London: Routledge.	☐
Further	Yin R., (2014), *Case Study Research: Design and Methods*, 5th edition (first edition, 1984), Sage, Los Angeles.	☐
Further	**Journals** *Field Methods* *International Journal of Multiple Research Approaches* *International Journal of Research and Method in Education* *Journal of Qualitative Research*	☒

Module Code	**HKBM7004**
Title	**Quantitative Research Methods**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To prepare the student to participate in academic research and scholarly discussion.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically assess the appropriate contexts for using quantitative research techniques, the philosophical underpinnings, strengths and limitations of quantitative research;
- design a quantitative research project, with particular attention to hypotheses, data sources, sampling and questionnaire design;
- select from, and implement, a range of quantitative analysis techniques in order to address a particular research question;
- understand and critically evaluate quantitative research papers in the student's subject area of interest.

INDICATIVE CONTENT

- The world in numbers (measurement and operationalisation).
- Quantitative study design and philosophy – theories and data; hypothesis testing; assumptions of quantitative research; debates and paradigms in quantitative study design; statistical modelling.
- Using archival and other secondary data sources.
- Survey and questionnaire design.
- Sampling strategies and power calculations.
- Graphical and numerical techniques for the exploration of large data sets.
- Variable types, descriptive and inferential statistics.
- Assumptions and execution of parametric statistical tests and modelling, eg. t-test, correlation, regression.
- Nonparametric tests and when to use them.
- Exploratory factor analysis.
- The use of statistical software packages such as SPSS in research – how to: input and manipulate data in SPSS; run statistical analyses; and, interpret output.
- Interpreting and writing reports of quantitative findings.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Project Report	7500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**HKBM7004**	
Module Title	**Quantitative Research Methods**	
Classification	**Reading List entry**	**Electronic***
Essential	Byrne, D. (2002) *Interpreting Quantitative Data,* London: Sage	☒
Essential	Field, A. (2013) *Discovering Statistics Using SPSS for Windows,* 4th Ed. London: Sage	☒
Essential	Argyrous, G. (2005) *Statistics for Research: with A Guide to SPSS*, 2nd ed, London: Sage	☒
Further	Berenson, M. L. et al. (2009) *Basic Business Statistics: Concept and Application*, 11th ed. Pearson Education, Inc.	☐
Further	Black, K. (2008), *Business Statistics*, 5th ed, John Wiley & Sons	☐
Further	Burns, R. and Burns, R. (2008) *Business Research Methods and Statistics Using SPSS.* London: Sage	☐

Module Code	HKBM7004	
Module Title	Quantitative Research Methods	
Classification	Reading List entry	Electronic*
Further	De Vaus, D. (2002) *Analyzing Social Science Data*, London: Sage	☐
Further	Easterby-Smith et al. (2008) *Management Research*, 3rd ed, London: Sage	☒
Further	George, D. and Mallery, Paul (2009), *SPSS for Windows Step by Step A Simple Guide and Reference 16.0 Update*, 9th ed, Cambridge: Pearson Education, Inc.	☐
Further	Huck, S.W. (2007) *Reading Statistics and Research*, 5th ed., Boston, MA: Allyn & Bacon.	☒
Further	Pallant, J. (2007) *SPSS Survival Manual*, 3rd ed., Melbourne: Allen & Unwin	☒
Further	Rowntree, D. (1981, reprinted 2004) *Statistics Without Tears: A Primer for Non-Mathematicians'.* Cambridge: Scribner/Pearson.	☐
Further	Swift, L. and Piff, S. (2005) *Quantitative Methods for Business, Management & Finance* 2nd Edition, Basingstoke: Palgrave Macmillan.	☐
Further	White, R. S. and White, J. S. (2010), *Statistics*, 9th ed, New York: John Wiley & Sons.	☒
Further	Wild, C.J. et al. (2000) *Chance Encounters: A First Course in Data Analysis and Inference*, New York: John Wiley & Sons.	☐
Further	**Websites** Bank of England Online Statistics **(http://www.bankofengland.co.uk/statistics/Pages/default.aspx)** British Household Panel Survey (**https://www.iser.essex.ac.uk/bhps**) Eurostat (European Commission) (**http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/**) Office of National Statistics **(www.ons.gov.uk)** UK Data Archive (**http://www.data-archive.ac.uk/**) UK National Statistics Publication Hub (**www.statistics.gov.uk**) World Bank Open Data (**http://data.worldbank.org/**)	☒

Module Code	**HKBM7005**
Title	**Strategic Change and Organisations**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To develop understanding of the theory and practice of strategic change in the organisation.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- recognise the need for strategic change and be able to critically assess the organisational (micro and macro) environment;
- identify barriers and issues to strategic change and recommend approaches to overcome such barriers.

INDICATIVE CONTENT

- Defining and understanding Strategic Change.
- Analysing the strategic context/Environmental Assessment (analysing micro and macro environment, organisational mission and goals, organisational structure and design, analysing resources and capabilities).
- Drivers of Strategic Change (competitive pressures, strategic position and strategic advantage).
- Leading Change.
- Approaches to leading strategic change.
- Change and Individuals (change awareness, emotional transitioning).
- Political and Cultural Processes in Strategic Change (power, politics).
- Response to change (resistance, conflict).
- Organisational Learning.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Component 2

(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**HKBM7005**	
Module Title	**Strategic Change and Organisations**	
Classification	**Reading List entry**	**Electronic***
Essential	Balogun, J., Hope Hailey, V., Johnson, G. and Scholes, K., (2008) *Exploring Strategic Change*, 3rd Ed., London: FT Prentice Hall	☒
Further	Carnall, C.A., (2007) *Managing Change in Organisations*, 5th Ed., London: FT Prentice Hall	☒
Further	Dobson, P.W., Starkey, K. and Richards, J., (2004) *The Strategic Management: Issues and Cases*, 2nd Ed., London: Wiley-Blackwell	☐
Further	Jeffs, C., (2008) *Strategic Management*, London: Sage	☐
Further	Johnson, G., Scholes, K. and Whittington, R., (2007) *Exploring Corporate Strategy*, 8th Ed., London: FT Prentice Hall	☒
Further	Senior, B. and Swailes, S., (2010) *Organisational Change*, 4th Ed., London: FT Prentice Hall	☐
Further	Stacey, R.D., (2010) Strat*egic Management and Organisational Dynamics: The Challenge of Complexity*, 6th Ed., London: FT Prentice Hall	☐

Module Code	HKBM7005	
Module Title	Strategic Change and Organisations	
Classification	Reading List entry	Electronic*
Further	White, C., (2004) *Strategic Management*, Basingstoke: Palgrave Macmillan	☐
Further	**Journals** *Academy of Management Review* *International Journal of Strategic Change Management* *Organisational Dynamics*	☐

Module Code	**HKBM7006**
Title	**Visions for the Future – Theoretical Perspectives on Management**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To critically reflect on the evolution of contemporary management theory and the relevance of management theory to management practice.
- To apply current academic and theoretical knowledge to contemporary management challenges in a critical and rigorous manner.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically analyse the philosophical underpinnings of contemporary management practice and the different contexts, perspectives and paradigms on management;
- critically examine and evaluate and the views of major academic and management theorists;
- critically apply underpinning management theory to current and emerging debates in management practice.

INDICATIVE CONTENT

This module will develop a detailed and in-depth understanding of the development and relevance of theory and philosophical understanding to management practice, and will critically examine the different contexts, perspectives and paradigms that contribute to management understanding and views on the challenges of 21st Century management.

It will critically examine the management theory jungle, and discuss and critically evaluate the views of different theorists and their theories to contemporary management issues.

It will apply theoretical understandings to selected current discussions and debates in management practice, examining the changing external and internal business environment, and the influence of political, economic, social, technological, environmental, legal and regulatory pressures on contemporary management practice.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)
☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Report	7500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**HKBM7006**	
Module Title	**Visions for the Future – Theoretical Perspectives on Management**	
Classification	**Reading List entry**	**Electronic***
Essential	Argyris, C. (2012) *Organisational Traps: Leadership, Culture, Organisational Design*. Oxford: OUP	☒
Essential	Hamel, G. (2007) *The Future of Management*, Harvard: Harvard Business School Press	☒
Essential	Jones, G. and George, J. (2011) *Contemporary Management*, 7th ed. Maidenhead: McGraw Hill	☒
Essential	Maitland, A and Thompson, P. (2011) *Future Work: How Businesses Can Adapt and Thrive in the New World of Work*. Basingstoke: Palgrave Macmillan	☐
Essential	Meister, A. and Willyerd (2010) *The 2020 Workplace: How Innovative Companies Attract, Develop and Keep Tomorrow's Employees Today*. London: HarperCollins	☐
Essential	Morgans, D. *'Beyond Practice and Beyond Theory'* in Smith, S. (2007) *Applying Theory to Policy and Practice*, Abingdon: Ashgate	☒

Module Code	HKBM7006	
Module Title	**Visions for the Future – Theoretical Perspectives on Management**	
Classification	**Reading List entry**	**Electronic***
Essential	Senge, P.M. (2006) *The Fifth Discipline*, 2nd ed. London: Random House Books	☐
Essential	Sodhi, M.S. and Tang, C.S. (2012) *A Long View of Research and Practice in Operations Research and Management Science: The Past and the Future* (International Series in Operations Research & Management Science) London: Springer	☐
Essential	Stacey, R. D. (2010) *Strategic Management and Organizational Dynamics: The Challenge of Complexity*, 6th ed. Harlow: FT/Prentice Hall	☒
Essential	Williams, C.C. (2007) *Re-Thinking the Future of Work: Directions and Visions* (Management, Work and Organisations) Basingstoke: Palgrave Macmillan	☐
Essential	Wren, D.A. and Bedeian J. (2009), *The Evolution of Management Thought*, London: John Wiley & Sons	☒
Further	Barnard, C. I. (1968), *The Functions of the Executive*, (originally published in 1938), Harvard: Harvard University Press	☐
Further	Barnard, C. I. (1948) *Organization and Management: Selected Papers*, Oxford: Routledge	☐
Further	Drucker, P.F. (2007) *Management Challenges for the 21st Century*, Oxford: Butterworth-Heinemann	☒
Further	Fayol, H. (1949), *General and Industrial Management*, London: Pitman Publishing	☐
Further	Glover, J. and Kirton, G. (2006) *Women, Employment and Organisations: Challenges for Management,* Oxford: Routledge	☐
Further	Handy, C. B. (1995) *The Empty Raincoat: Making Sense of the Future*, London: Random House Books.	☐
Further	Handy, C. B. (2009) *Gods of Management: The Changing Work of Organisations*, London: Random House Books	☐
Further	Handy, C. B. (2002) *The Age of Unreason*, London: Random House Books	☐
Further	Hobsbawm, E. (1997) *On History*, New York: New Press	☐
Further	Hofstede, G. et al (2010) *Cultures and Organisations: Software for the Mind*, Maidenhead: McGraw Hill Professional	☒
Further	Horkheimer, M. (1982) *Critical Theory*, New York: Seabury Press	☐
Further	Kuhn, T.S. (1970), *The Structure of Scientific Revolutions*, Chicago: The University of Chicago Press	☐

Module Code	HKBM7006	
Module Title	**Visions for the Future – Theoretical Perspectives on Management**	
Classification	**Reading List entry**	**Electronic***
Further	Lorsch, J. and Carter, J. (2003) *Back to the Drawing Board: Designing Corporate Boards for a Complex World*, Harvard: Harvard Business School Press	☐
Further	Luthans, F. and Kreitner, R. (1985), *Organizational Behaviour Modification and Beyond, Scott*, Chicago: Foresman and Company	☐
Further	Mayo, G.E. (1933), *The Human Problems of an Industrial Civilization*, Basingstoke: The Macmillan Company	☐
Further	Mintzberg, H. (2007) *Mintzberg on Management*, Cambridge: The Free Press	☒
Further	Pettigrew, A. and Whipp, (1993) *Managing Change for Competitive Success*, Hoboken: Wiley-Blackwell	☒
Further	Porter, M. E. (2008) *On Competition*, Harvard: Harvard Business School Press	☒
Further	Smith, K, G. and Hitt, M. A. (2005) Gre*at Minds in Management: The Process of Theory Development*, Oxford: Oxford University Press	☐
Further	Taylor, F.W. (1967), *The Principles of Scientific Management*, London: W.W. Norton & Company	☒
Further	Vroom, V. H. (1994) *Work and Motivation*, London: Jossey Bass	☐
Further	Weber, M. (1949) The *Methodology of the Social Sciences*, trans, and ed. Shils, E.A and Finch, H.A., New York: The Free Press	☐
Further	Wittgenstein, L (1953) *Philosophical Investigations*, Oxford: Blackwell	☐
Further	**Journals** *Academic Research Journal* *Action Research* *Electronic Journal of Business Research Methods* *Field Methods* *Journal of Academic Writing* (open source) *Journal of Mixed Methods Research* *Journal of Research Practice* *Journal of Workplace Learning* *Methodology: European Journal of Research Methods for the Behavioural and Social Sciences* *Practitioner Research in Higher Education*	☐

Module Code	**HKBM8000**
Title	**Research Dissertation** *(Part 2 comes under the Research Student Regulations)*
Level	**7**
Credits	**360**
Pre-Requisites	**None**

AIM(S)

- To undertake research to address a topic of sufficient scope and depth to develop and extend the student's capacity for critical analysis and independent thought.
- To present this research in a critical written format, to be of a standard appropriate for academic publication and / or dissemination to a wider audience.

The student will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- demonstrate the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- demonstrate a detailed understanding of applicable techniques for research and advanced academic enquiry.

The student will show that they are able to:

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.

INDICATIVE CONTENT

As part of the writing of the thesis and the supervisor process, the student can expect to:

- produce a research proposal for research that is critical and evaluatory of the topic chosen, with clear application of criteria such as appropriateness, practicality, manageability and academic contribution;
- critically consider the ethical issues that specific research topics can generate, and have the ability to make appropriate decisions in terms of scope and methodology to minimise any ethical problems;
- present the proposal to the appropriate organisations and gain ethical approval.
- plan, manage and execute an in-depth research, inquiry or investigation with a business and/or management focus by applying the principles of research design to the formulation of a research question including, where appropriate, formal hypotheses that can be tested and the selection of appropriate research methods for answering these questions. Use of project management skills to budget, manage time and other resources, building and managing relationships; learning and reflection, reviewing and judging.
- The complexities and practical issues of business and management research: Independent learning and development; stakeholder interests and ethical considerations; the investigative process; philosophical considerations; the use of theory; the importance of on-going clear communication.
- explore the literature, writing a literature review, reviewing published literature critically, showing conceptual and theoretical understanding.
- critically evaluate the appropriateness of qualitative/quantitative methods of data collection and analysis to meet the needs of the chosen topic and research questions. Use these (in combination as necessary) to analyse, synthesise, interpret and present the resulting data and also to critique previous research.
- demonstrate the ability to conduct research under supervision in a business and management context, including the ability to critically review published literature, show conceptual and theoretical understanding, identify research problems, use project management skills to budget, manage time and other resources, handle data, interpret results and disseminate findings in a way that is consistent with professional business and management practice and normal principles of research ethics.
- establish clear linkages between academic research and organisational application, in a way that meets the requirements of both settings.
- demonstrate the analytical, numerical, literacy, communication and computer skills to enable critical research to be undertaken, contextualised within a wider academic literature and debate, and be able to apply those transferable skills to develop research-based inquiry in future employment settings.
- critically discuss and argue the findings of the research and draw appropriate conclusions.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	180	5%
Independent learning	3420	95%
Placement learning	0	0%
TOTAL	**3600**	**100%**

ASSESSMENT

A supervisory team will be allocated, and will operate, in accordance with the regulations and Code of Practice for professional doctorates.

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Thesis	60000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**HKBM8000**	
Module Title	**Research Dissertation**	
Classification	**Reading List entry**	**Electronic***
Essential	Dunleavy, P. (2003) *Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. Houndmills, Basingstoke: Palgrave Macmillan.	☒
Essential	Grix, J. (2010) *The foundations of research.* 2nd ed. Houndmills: Palgrave Macmillan.	☒
Essential	Walker, M. and Thomson, P. (2010) eds. *The Routledge Doctoral Student's Companion: supporting research in Education and the Social Sciences.* Oxford: Routledge	☒
Further	Arbnor, I. and Bjerke, B. (2009) *Methodology for Creating Business Knowledge* London: Sage.	☒
Further	Babbie, E. (2013*) The Practice of Social Research*. (13th Ed.) Wadsworth: Cengage Learning.	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) *How to research*. (4th Ed.) Buckingham: Open University Press.	☒

Module Code	HKBM8000	
Module Title	**Research Dissertation**	
Classification	**Reading List entry**	**Electronic***
Further	Bryman, A. (2016) *Social Research Methods*. (5th Ed.) Oxford: Oxford University Press.	☐
Further	Byrne, D. (2002) *Interpreting Quantitative Data,* London: Sage.	☐
Further	Campbell, A. and Groundwater-Smith, S. (2007) *An ethical approach to practitioner research*. London: Routledge.	☒
Further	Clark, A. and R. Dawson (1999) *Evaluation Research: An Introduction to Principles, Methods and Practice*. London: Sage.	☒
Further	Costley, C., Elliott, G. and Gibbs, P. (2010) *Doing Work based Research: approaches to enquiry for insider-researchers* London: Sage.	☒
Further	Fox, M., Martin, P. and Green, G. (2007) *Doing Practitioner Research* London: Sage.	☒
Further	Hart, C. (2001) *Doing a Literature Review*. London: Sage.	☐
Further	Kindon, S., Pain, R. and Kesby, M. (2007*) Participatory action research approaches and methods.* London: Routledge.	☒
Further	Saunders M N K (2009) *Research Methods for Business Students*. (5th. Ed.) London: Pitman.	☒
Further	Schön, D. A. (1987). *Educating the Reflective Practitioner.* San Francisco: Jossey-Bass.	☐
Further	Schostak, J. and Schostak, J. (2008) *Radical research: Designing, developing and writing research to make a difference*. London: Routledge.	☒
Further	Sieber, J.E. (1992) *Planning ethically responsible research: A guide for students and internal review board*s. Newbury Park, CA: Sage.	☐
Further	Silverman, D. (2013) *Doing Qualitative Research*. 4th ed., London: Sage.	☐
Further	Thomson, A. (2009) *Critical reasoning: A practical introduction*. (3rd Ed.) London: Routledge.	☒
Further	Wellington, J. (2010) *Making Supervision Work for You: A Student's Guide* London: Sage.	☒
Further	Wellington, J., Bathmaker, A., Hunt, C., McCulloch, G. and Sikes, P. (2005) *Succeeding with your doctorate* London: Sage	☒
Further	Williams, M. (2000) *Science and Social Science*. London: Sage	☒

Appendix II: Generic Assessment Criteria

GENERIC ASSESSMENT CRITERIA
Level 7
In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	**FAIL**	**FAIL**	**MARGINAL FAIL**	**SATISFACTORY (Pass)**	**GOOD to VERY GOOD (Merit)**	**EXCELLENT (Distinction)**	**EXCEPTIONAL (Distinction)**
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including current research, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	problems, insights or the latest research and/or advanced scholarship within the discipline.	irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	and scholarship, A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of	Rudimentary application of methods, materials, tools and/or techniques but without consideration and	An awareness and mostly appropriate application of well-established methods, materials, tools and/or	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of methods, materials, tools and/or techniques. Very good consideratio	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	n of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in professional, postgraduate employment.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite for further development.

Appendix III: Assignment Cover Sheet

University of Wales
Trinity Saint David

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:			
Module:			
Module code:		**Contribution to Overall Module Assessment (%):**	
Lecturer:		**Internal Verifier:**	
Assignment Title:		**Word count (or equivalent):**	
Submission deadline:		**Return date of provisional marks & written feedback:**	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Appendix IV: Arrangement During Adverse Weather Conditions

Actions to be taken under the adverse weather conditions announced by The Hong Kong Observatory (as of 15 August 2016):

BEFORE CLASS / EXAMINATION COMMENCEMENT :	
Adverse Weather Signals	Action to be Taken
When Typhoon Signal No. 8 or above / Black Rainstorm Warning is in force / likely to be issued :	
1. at or after 7:00 am	Morning sessions of classes / examinations that are held between 9:00 am and 1:59 pm will be cancelled
2. at or after 12:00 noon	Afternoon sessions of classes / examinations that are held between 2:00 pm and 5:59 pm will be cancelled
3. at or after 4:00 pm	Evening sessions of classes / examinations that are held after 6:00 pm will be cancelled
Adverse Weather Signals	Action to be Taken
When Typhoon Signal No. 8 or above / Black Rainstorm Warning is lowered :	
1. at or before 7:00 am	All classes / examinations will be held as scheduled
2. at or before 12:00 noon	Classes / examinations from 2:00 pm or thereafter will be held as scheduled
3. at or before 4:00 pm	Classes / examinations from 6:00 pm or thereafter will be held as scheduled

CLASSES / EXAMINATIONS THAT HAVE ALREADY STARTED :	
Adverse Weather Signals	Action to be Taken
1. When Typhoon Signal No. 8 or above is in force	All classes / examinations already in progress will be dismissed immediately
2. When Black Rainstorm Warning is in force	All classes / examinations will continue as scheduled

Arrangements for class / examination re-scheduling will be announced shortly.