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 2018

CONTENTS PAGE

Page No

INTRODUCTION 1

FEEDBACK AND STUDENT ENGAGEMENT 1

WELCOME MESSAGE 2

THE AWARDING UNIVERSITY & THE VALIDATED TEACHING CENTRE 2

- The University of Wales Trinity Saint David - The Awarding Institution 2
- The Hong Kong Management Association (HKMA) - The Validated Teaching Centre 2

CURRENT MEMBERS OF STAFF 3

- Names and Contact Details 3

EXTERNAL EXAMINERS 3

ACADEMIC YEAR 4

PROFILE OF PROGRAMME DIRECTOR 4

MODULAR TERMINOLOGY 5

ASSESSMENT 5

- Extenuating Circumstances 6
- Additional needs in terms of assessment 6
- Academic Appeals 6
- Assessment Regulations 6
- Responsibilities of students in relation to the assessment process 6

VIRTUAL LEARNING ENVIRONMENT (VLE) 7

PROGRAMME OF STUDY – Doctor of Business Administration 7

- Programme Overview 7
- Programme Learning Outcomes 7
- Programme Structure 9

ASSESSMENT OF PART I (TAUGHT MODULES) 11

- Standard Format for Coursework 11
- Submission of Coursework 11
- Release of Results 12
- Pass Mark & Progression 12
- Re-assessment / Re-sit 12

ADMINISTRATIVE MATTERS 12
Programme Fee 12
Application for Credit Exemption / Recognition of Prior Learning (RPL) 12
Attendance 13
Interruption of Studies 13
ABOUT UNFAIR PRACTICE AND PLAGIARISM 13
Plagiarism: Regulations, Procedure and Penalties 14
Avoiding Plagiarism 14
Other types of Unfair Practice 15
LIBRARY AND LEARNING RESOURCES 16
Learning Resources provided by HKMA 16
Access to University Library 16
STUDENT SUPPORT 17
COMPLAINTS 17
Appendix I: Module Specifications 18
Appendix II: Generic Assessment Criteria 35
Appendix III: Assignment Cover Sheet 38
Appendix IV: MDS Library Application Form 39
Appendix V: Arrangement During Adverse Weather Conditions 41

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 2018-2019.

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.

The University's minimum expectation is that the following underlying principles will apply across the entire UWTSD Group and its collaborative partner institutions.

Student representation at all levels

- A proactive academic representation system to be in place
- Student representation throughout the committee structure
- Student representation at Council and key Council committees

The mainstreaming of student voice activities into all aspects of the institution's or partnership's work and planning

- Regular mapping and monitoring of progress against the UK Quality Code
- A requirement of all academic and relevant professional units to produce action plans based on student surveys and other forms of student feedback
- Student representation embedded within curriculum design, validation, monitoring and review processes

A discursive culture where students are given the opportunity and encouraged to raise and discuss issues and ideas with staff

- Mutual expectations and respect of ideas and opinions
- Regular opportunities for all students to give feedback (e.g. through student fora, student focus groups, student feedback fortnights, questionnaires, surveys, and other feedback mechanisms)

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 Master of Business Administration program.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 Royal 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, UW TSD 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 Maisie Chow	2774 8536	uwtsddba@hkma.org.hk
Programme Director & Lecturer		
Prof Ngok Lee	N/A	uwtsddba@hkma.org.hk
Lecturers		
Dr Andrew Chan	N/A	uwtsddba@hkma.org.hk
Dr Eddie Yu	N/A	uwtsddba@hkma.org.hk
Dr Leo Ho	N/A	uwtsddba@hkma.org.hk
Dr Millissa Cheung	N/A	uwtsddba@hkma.org.hk
Prof Peter Fong	N/A	uwtsddba@hkma.org.hk

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.

ACADEMIC YEAR

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

Part One	
Semester 1 Jan – Apr 2019	SBPD7006 Managing in Complex Environments: Strategies, Insights and Solutions
	SBPD7010 Quantitative Research Methods
Exam Board – Jun 2019	
Semester 2 Jun – Aug 2019	SBPD7004 Visions for the Future – Theoretical Perspectives on Management
	SBPD7001 Approaches to Research and Academic Communication
Exam Board – Oct 2019	
Semester 3 Sep – Dec 2019	SBPD7002 Qualitative Research
	SBPD7005 Strategic Change and Organisations
Exam Board – Feb 2020	
Part Two	
Semester 4	SBPD8001 Preparing for Doctoral Research
Semester 5	SBPD8003 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.

PROFILE OF PROGRAMME DIRECTOR

Professor Ngok Lee is currently an Honorary Professor at The University of Hong Kong, Vice-President (Education) at UNESCOHK, and Senior Consultant to the Executive Director of The Hong Kong Management Association. Over the decades, he has made contributions to the community by serving on the boards of the followings: The Open University of Hong Kong, The Education University of Hong Kong, the Construction

Advisory Council, the Town Planning Appeal Board, and the Tourism Industry Appeal Board. Professor Lee received his PhD in International History from the University of London and has first served as Dean of Arts, The University of Hong Kong, when he established the Departments of Fine Arts, Music and Japanese, before taking on the role as Director of the School of Professional and Continuing Education. He was also Executive Director of the Vocational Training Council and from 2003 to 2013, he was Senior Consultant to the President of The Hong Kong Polytechnic University, and then Senior Consultant to the Principal of the Community College, City University of Hong Kong.

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 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 section 7.3(5) of 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 School or Student Services 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 to online resources at UWTSD (depending on licencing arrangements) and. Further details will be available at Page 16 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 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

Level 7

K7.1 Has a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines.

K7.2 Demonstrates an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.

Level 8

K8.1 Works with theoretical/research knowledge at the forefront of the discipline.

K8.2 Demonstrates a comprehensive understanding of techniques and methodologies applicable to the discipline.

Cognitive Skills

Level 7

C7.1 Uses ideas at a high level of abstraction.

C7.2 Develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches.

C7.3 Designs and undertakes substantial investigations to address significant areas of theory and/or practice.

C7.4 Selects appropriate advanced methodological approaches and critically evaluates their effectiveness.

C7.5 Flexibly and creatively applies knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions.

C7.6 Undertakes analysis of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative approaches.

Level 8

C8.1 Develops ideas at a high level of abstraction.

C8.2 Develops theoretical discourses, methodologies or practices critically analysing their development and application.

C8.3 Acts independently and with originality in problem solving.

C8.4 Develops or adapts appropriate advanced methodological approaches and critically evaluates their effectiveness.

C8.5 Synthesises and applies new approaches, in a manner that can contribute to the development of methodology or understanding in that discipline or practice.

C8.6 Undertakes independent analysis or evaluation, managing complexity, incompleteness of data or contradictions in areas of knowledge.

<u>Performance and Practice</u>

Level 7

PP7.1 Autonomously adapts performance to multiple contexts.

PP7.2 Autonomously implements and evaluates improvements to performance drawing on innovative or sectoral best practice.

PP7.3 Works effectively with multiple teams as leader or member. Clarifies tasks and make appropriate use of the capacities of team members resolving likely conflict situations before they arise.

PP7.4 Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions.

Level 8

PP8.1 Autonomously adapts performance to contexts requiring professional outputs.

PP8.2 Has technical mastery, performs smoothly with precision and effectiveness, can adapt or develop skills and procedures for new situations.

PP8.3 Leads and/or works effectively with often multiple teams in multiple roles. Manages the capacities of members to achieve outcomes handling conflict with confidence.

PP8.4 Analyses and manages ethical dilemmas and works pro-actively with others to formulate and implement solutions.

Personal and Enabling Skills

Level 7

PE7.1 Uses personal reflection to analyse self and own actions. Makes connections between known and unknown areas, to allow for adaptation and change.

PE7.2 Identifies, evaluates and maintains capabilities and qualities to support effective communication in a range of complex and specialised contexts.

Level 8

PE8.1 Reflects on own and others' functioning in order to improve practice. Is independent and self-critical as a learner, guides and supports the learning of others and manages own professional development.

PE8.2 Displays consultancy skills. Communicates complex or contentious information clearly and effectively to the target audience.

Programme Structure

The table below shows the current composition of the programme:

PART ONE LEVEL 7

Semester 1

Module Code	Title	Module type	Credits
SBPD7006	Managing in Complex Environments: Strategies, Insights and Solutions	Business & Core	30
SBPD7010	Quantitative Research Methods	Research & Core	30

Semester 2

Module Code	Title	Module type	Credits
SBPD7004	Visions for the Future – Theoretical Perspectives on Management	Business & Core	30
SBPD7001	Approaches to Research and Academic Communication	Research & Core	30

Semester 3

Module Code	Title	Module type	Credits
SBPD7002	Qualitative Research	Research & Core	30
SBPD7005	Strategic Change and Organisations	Business & Core	30

PART TWO LEVEL 8

Semester 4

Module Code	Title	Module type	Credits
SBPD8001	Preparing for Doctoral Research	Research & Core	30

Semester 5 up to the end of maximum study period

Module Code	Title	Module type	Credits
SBPD8003	Research Dissertation	Research & Core	330

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 your 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 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)
Only qualifications obtained within the last 5 years will be considered by the University. 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 exempt 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/PL3A_RPL_Certificated_Learning_Application_Form_09-2016.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.

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. The total maximum period for interruption of studies is 12 months. More details are available in Chapter 13 of the University's Academic Quality Handbook:
https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/en/chapter-list-en/Chapter_13_Student_Cases_Pages_228_265.pdf

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 for Students Studying in Partner Institutions* 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).

- *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

Students can access the Management Development Service (MDS) Library of Vocational Training Council. Students who wish to apply for the MDS Library card must fill in the application form at Appendix IV and send it back to the UWTSD DBA Local Secretariat. The opening hours of MDS Library are as follows:

Address:
6/F, VTC Tower, 27 Wood Road
Wanchai, HONG KONG
Tel: 2835 8383

Summer Holidays' Services Hours (June to September):

Mondays, Wednesday & Fridays:	9:00am-5:00pm
Tuesday & Thursday:	9:00am-8:00pm
Saturdays:	9:00am-1:00pm

Close on Sunday and Public Holidays

Normal Services Hours:

Mondays to Fridays:	9:00am-8:00pm
Saturdays:	9:00am-5:00pm

Close on Sunday and Public Holidays

**Opening Hours are subject to change by VTC without prior notice*

The login details of MDS Online Library are as follows:

Weblink
http://www.mdchk.com/cybermdc/DesktopDefault.aspx?tabid=1&showlogin=1
(Username and password: to be provided on a separate occasion)

e-Journals
(Username and password: to be provided on a seperate occasion)

Apart from the MDS Library, 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

In addition to the MDS resources, 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 'Procedure for Student Complaints' 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/

Appendix I: Module Specifications

MODULE CODE:	**SBPD7001**
TITLE:	**Approaches to Research and Academic Communication**
LEVEL:	**7**
CREDITS:	**30**
JACS CODE:	**X210**

AIM

- To prepare students to integrate academic research, scholarly discussion and professional practice.

LEARNING OUTCOMES

By the end of this module students should be able to:

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

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 literature as a practitioner- researcher;
- 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;
- generating theory;
- ethics in social research;
- 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 academic research to non-academic audiences.

ASSESSMENT SUMMARY[#]

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

Coursework 100%

Portfolio to include oral and written components (equivalent of 7,500 words).

[#] *Subject to change by UWTSD*

MODULE CODE:	**SBPD7002**
TITLE:	**Qualitative Research**
LEVEL:	**7**
CREDITS:	**30**
JACS CODE	**X210**

AIMS

- 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

By the end of this module students should be able to:

1. Critically consider the underpinnings of qualitative research principles and be able to recognise strengths and limitations of qualitative research techniques;
2. 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.

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).

ASSESSMENT SUMMARY[#]

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

Coursework 100%

One assignment (7,500 words) - Research Article

[#] *Subject to change by UWTSD*

MODULE CODE: **SBPD7010**

TITLE: **Quantitative Research Methods**

LEVEL: **7**

CREDITS: **30**

JACS CODE: **X210**

AIM(S)

- To equip students with the necessary knowledge to undertake doctoral level research involving quantitative research methods

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability 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 candidate's subject area of interest.

INDICATIVE CONTENT

- 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, e.g. 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

ASSESSMENT SUMMARY[#]

Activity type	Percentage
Written 'in class test'	50%
Coursework	50%
Practical	
TOTAL	**100%**

Assessment Component 1 – 40%

Project Report (3,500 words)

Assessment Component 2 – 10%

Reflection (1,000 words)

Assessment Component 3 – 50%

Unseen 2-hour 'in class test'

[#] *Subject to change by UWTSD*

MODULE CODE:	**SBPD7004**
TITLE:	**Visions for the Future – Theoretical Perspectives on Management**
LEVEL:	**7**
CREDITS:	**30**
JACS CODE:	**N200**

AIMS

- 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

1. By the end of this module the student should be able to:
2. Critically analyse the philosophical underpinnings of contemporary management practice and the different contexts, perspectives and paradigms on management;
3. Critically examine and evaluate and the views of major academic and management theorists;
4. Critically apply underpinning management theory to current and emerging debates in management practice.

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 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 influence of political, economic, social, technological, environmental, legal and regulatory pressures on contemporary management practice.

ASSESSMENT SUMMARY[#]

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

Coursework 100%

Report – 7,500 words or the equivalent

[#] *Subject to change by UWTSD*

MODULE CODE:	**SBPD7005**
TITLE:	**Strategic Change and Organisations**
LEVEL:	**7**
CREDITS:	**30**
JACS CODE:	**N214**

AIM

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

LEARNING OUTCOMES

By the end of this module students should be able to:

1. Recognise the need for strategic change and be able to critically assess the organisational (micro and macro) environment;
2. Identify barriers and issues to strategic change and recommend approaches to overcome such barriers.

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.

ASSESSMENT SUMMARY[#]

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

Assessment Component 1 - 50%

Assignment 4,000 words

Assessment Component 2 - 50%

Assignment 4,000 words

[#] *Subject to change by UWTSD*

MODULE CODE:	**SBPD7006**
TITLE:	**Managing in Complex Environments: Strategies, Insights and Solutions**
LEVEL:	**7**
CREDITS:	**30**
JACS CODE:	**N210**

AIMS

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

LEARNING OUTCOMES

By the end 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 serves to remove indecision and create focus and purpose towards determining appropriate action throughout the organisation.

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 leads 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 students 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.

ASSESSMENT SUMMARY[#]

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

Coursework 100%

Consultancy project – 7,500 words or equivalent

[#] *Subject to change by UWTSD*

MODULE CODE:	**SBPD8001**
TITLE:	**Preparing for Doctoral Research**
LEVEL:	**8**
CREDITS:	**30**
JACS CODE:	**X210**

AIMS

- To prepare students for the research phase of the DBA or DProf programme.
- Conceptualise and design a research proposal to generate new knowledge/ outcomes, identify and justify methodologies and use/develop/adapt advanced methods of academic enquiry/production.

LEARNING OUTCOMES

By the end of this module students should be able to:

1. 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;
2. 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;
3. Present the proposal to the appropriate organisations and gain ethical approval.

CONTENT

- Application of criteria for choosing an appropriate topic.
- Producing an indicative literature review, ensuring appropriate level of engagement and critical debate,
- Development of an appropriate methodology for investigating the chosen topic, and how to critically justify that choice which evidences a detailed understanding of applicable techniques for research and advanced academic enquiry
- Use of necessary ‘tools’: on-line journals, bibliographic databases, methods and software for data analysis.
- Evaluation and responsiveness to the complexity of legal / ethical issues within own discipline/ role.
- Understanding of the differential of what is required in Level 8 research, reflective debate about the programme outcome criteria.

ASSESSMENT SUMMARY

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

Coursework 100% (equivalent 7,500 words in total)

- A 7500 word proposal for the intended doctoral research, and accompanying ethical considerations form.
- Completion of appropriate strategies and achievement of ethical approval from the relevant organisations.
- 20-minute presentation and oral defence of research proposal.

MODULE CODE: **SBPD8003**

TITLE: **Research Dissertation**

LEVEL: **8**

CREDITS: **330**

JACS CODE: **X210**

AIMS

- 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 for a wider audience.

Students 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 the dissertation, the student will be able to demonstrate:

1. 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;
2. 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;
3. 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;
4. A detailed understanding of applicable techniques for research and advanced academic enquiry.

Students will show that they are able to:

5. 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.

CONTENT

As part of the writing of the thesis and the supervisor process, students can expect to be working on the following:

- planning, management and execution of 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;
- exploring the literature, writing a literature review, reviewing published literature critically, showing conceptual and theoretical understanding;
- critical evaluation of the appropriateness of qualitative/quantitative methods of data collection and analysis to meet the needs of the chosen topic and research questions. The use of these (in combination as necessary) to analyse, synthesise, interpret and present the resulting data and also to critique previous research;
- demonstration of the ability to conduct research under supervision in a business and management context including the ability to review published literature critically, 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;
- establishment clear linkages between academic research and organisational application, in a way that meets the requirements of both settings;
- demonstration of 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;
- critical and well-argued discussion about the findings of the research and draw appropriate conclusions.

ASSESSMENT SUMMARY

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

Assessment Component 1 – 100%

Thesis – 60,000 word (maximum) thesis
A supervisory team will be allocated, and will operate, in accordance with the regulations and Code of Practice for professional doctorates.

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 current problems and/or new	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship, A critical awareness of	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of

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%**
insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	and/or advanced scholarship within the discipline.	awareness of current problems, insights, or latest research within the discipline.	research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	current problems and/or new insights though this may be under-developed occasionally.	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.	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.	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 and solving problems in complex and unpredictable professional situations; practical use of established	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques

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%**
techniques of research and enquiry to create and interpret knowledge in the discipline.)	appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	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.	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.	appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	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.	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: MDS Library Application Form

PEAK Institute of Professional Education And Knowledge 高 峰 進 修 學 院

Management Development Service (MDS)

Features:
Across-The-Board e-Resources Access on Internet, Anytime, Anywhere

- Over 1,700 international leading business and management e-journals
- Over 850 essential management e-books
- Latest executive book summaries of critical business and management books

Comprehensive Library Resources to Fulfill Your Professional/Research Needs

- Over 12,000 classic business and management books are stocked in our Management Resource Centre for subscribers to borrow. #

Learn More, Save More

- Discount on tuition fees for specific training courses
- 20% discount on all management training products

... and many more new services to come...

Be Our Subscriber, Have Your Management Capability Inspired Today!

 # PEAK Management Resource Centre
Address: 6/F, VTC Tower, 27 Wood Road, Wanchai, HK [inside IVE (Morrison Hill)]
Opening Hours: Mon-Fri: 9:00am – 8:00pm [close at 5:00pm during IVE designated holidays, Mid-autunm Festival, Winter Solstice, Christmas Eve and Chinese New Year Eve]
Sat: 9:00am – 1:00pm
Sun & public holidays: Close
(Opening hours is subject to change without prior notice. Please keep checking the MDS website or call us for inquiry.)

MDS hotline: 2836 1852 / 2919 1543 MDS log-in website: www.peak.vtc.edu.hk/mds
PEAK Hotline: 2836 1922 Website: www.peak.vtc.edu.hk

Disclaimer:
- PEAK will not be responsible for any disputes arising between members and the sponsors.
- Services provided within the MDS Subscription Scheme are subject to change without prior notice.
- Prices are subject to change without further notice.

VTC 機構成員

MDS Subscription Form- for HKMA students

PEAK Institute of Professional Education And Knowledge 高 峰 進 修 學 院

Please fill in the form in English:

Full Name: (Mr/Mrs/Ms/Dr) _____ (as printed on HKID card)

Correspondence Address:

_____

Telephone: _____ Fax: _____

Mobile Phone: _____

Email: _____

Signature: _____

Date: _____

For PEAK Use Only:

User No. _____ Cheque No._____ Bank-in Date _____

Card No. _____ Amount _____ Receipt No. _____

The Management Development Service (MDS) Subscription Scheme is operated and managed by Institute of Professional Education And Knowledge (PEAK) of the Vocational Training Council

About PEAK PEAK is the continuing professional development unit of the Vocational Training Council with over 20 years of experience in professional training and corporate human resource development. It is one of the leading in-service training organizations and qualifying bodies in Hong Kong. Our courses cover the following areas: financial services, management, hospitality & tourism, information technology, languages, fashion & image design, and lifestyle. In 2006 alone, about 68,000 adult learners have enrolled in our courses. In the area of corporate training, since 2004 more than 200 well-established companies have adopted our products and services to enhance the technical competency and professional expertise of their employees.

VTC 機構成員

Appendix V: 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.