Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PROGRAMME OF STUDY HANDBOOK

MASTER OF BUSINESS ADMINISTRATION

LEVEL 7

THE HONG KONG MANAGEMENT ASSOCIATION

2022-2023
CLASS MAY 2022

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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 2021/22.

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.

IMPORTANT STATEMENT REGARDING CORONAVIRUS/COVID-19 PANDEMIC AND POTENTIAL IMPLICATIONS FOR YOUR PROGRAMME OF STUDY

We are closely monitoring the developments of COVID-19 and will continue to follow the guidelines from the Department of Health. Cleaning measures are enhanced in all learning centres to ensure a clean and hygienic learning environment, such as:

- All staff and students are required to wear surgical masks at all times, go through a temperature screening, and have their hands cleaned with hand sanitizers before entering our learning centres
- Hand sanitizers are provided at reception counters and inside the classrooms.
- Seats in classrooms are arranged in a more scattered manner to ensure sufficient physical distance.
- No food or drink are served at our premises

We have strived to maintain the delivery of programmes and to make sure students continue to have a great learning experience while complying with the directives of the Hong Kong Education Bureau.

Onsite classes and small group activities are conducted whenever government guidelines allow us to do so. When the suspension policy is in force, real-time, virtual classes will be held using online platforms. Sessions and support on how to use the online devices and how to conduct effective online classes are provided to the teaching team.

Due to the outbreak of COVID-19, online learning and work from home will be a new trend. While face-to-face class is still essential and would remain our major delivery mode, the HKMA will explore more on the use of blended learning.

WELCOME MESSAGE

Welcome to your University of Wales Trinity Saint 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

University of Wales Trinity Saint David - The Awarding Institution
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

The Hong Kong Management Association (HKMA)

Contact	Telephone No	Email Address
Programme Administration		
Ms Lottie Fung	2774 8568	lottiefung@hkma.org.hk
Programme Coordination		
Ms Polly Chan	27748537	pollychan@hkma.org.hk
Ms Jenny Pong		jennypong@hkma.org.hk
Lecturers		
Dr Arion Wong	N/A	uwmba@hkma.org.hk
Dr Che Cheong Poon	N/A	uwmba@hkma.org.hk
Dr Joe Leung	N/A	uwmba@hkma.org.hk
Dr Katherine Mo	N/A	uwmba@hkma.org.hk
Dr Leo Ho	N/A	uwmba@hkma.org.hk
Dr Terence Li	N/A	uwmba@hkma.org.hk

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to a Higher Education award of the University 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 with which they are familiar;
- 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 Manager.

The current External Examiners for the Programmes of Study are:

Programme of Study	**External Examiner for 2020/21 (forename/surname)**	**External Examiner for 2019/20 (if different to current)**
UWTSD MBA Programme	TBC	

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	HKBM 7012 Marketing Management
	HKBM 7008 Finance for Business Managers
Semester 2	HKBM 7013 Strategic Management
	HKBM 7007 Human Resources Management
Semester 3	HKBM 7009 Global Business Challenge
	HKBM 7015 Change and Stability Management
Part Two	
Semester 4	HKBM 7014 Dissertation

It is vitally important that the UWTSD MBA Local Secretariat has 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 MBA 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 borrow materials from 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 or course 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 to each module to define the standard of its academic demand. Study at Master's level is called Level 7 in the National Qualifications Framework. The basic characteristics of the relevant levels of study are outlined by the Welsh Assembly government and available on their website:
https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf

Students should note that the expectations and demands of work at Level 7 is 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 means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

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

You will receive confirmation of your assessment marks at the end of each year. 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 and forms part of the *Mitigating Circumstances Policy*:
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.

Academic Appeals
Information about how to appeal is provided in the 'Academic Appeal Procedure' which forms part of the *Academic Appeal Policy* associated with 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/

Additional advice is available from the Students' Union. 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
You are responsible for ensuring that:

i) You are correctly enrolled on your programme of study (including re-enrolment for each academic year after initial enrolment).
ii) You read and understand the information provided about how you will be assessed, how your final award will be determined, and the action to take in the event that you experience difficulties relating to assessment.
iii) You attempt every assessment component of a module.
iv) You attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that you are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to you in advance.
v) You submit work for assessment as required and in accordance with the required format and deadline.
vi) You inform your Course Leader of any disability or long-term impairment which might require special provisions for assessment.
vii) You familiarise yourself with the University's definition of academic misconduct and undertake assessments in a manner that does not attempt to gain unfair advantage.
viii) You follow the prescribed procedures in the event that you experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
ix) You keep a copy of work presented for assessment wherever feasible.
x) You make your work available for sampling for external examining purposes and for archiving.

VIRTUAL LEARNING ENVIRONMENT (VLE)

UWTSD MBA Local Secretariat has its own Virtual Learning Environment and its own processes for introducing you to, and advising you about, VLE access. Further details will be given to you by your Course Administrator.

PROGRAMME OF STUDY – MASTER OF BUSINESS ADMINISTRATION

Programme Learning Outcomes

The following level 7 MBA learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Master's Degrees (2015) and the QAA subject benchmark for Master's degrees in Business and Management (2015). The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and understanding (KU)

Graduates of the programme will 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 the international hotel management discipline. This includes the following:

KU1 The development, access and operation of markets for resources, goods and services within the international hotel management sector.
KU2 Marketing approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.
KU3 Management of customer expectations, service and orientation in the international hotel management sector.
KU4 The sources, uses and management of finance and the use of accounting and other information systems for managerial applications.
KU5 Strategic and operational HRM, meeting future organisational requirements, people development, HR systems in the international hotel management sector.
KU6 The management of operations and resources.
KU7 The development, management, application and implementation of information systems for business intelligence and their impact upon international hotels
KU8 The comprehension and use of relevant communications for application in business and management, including the use of digital tools.
KU9 The development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.
KU10 Business innovation, creativity, intrapreneurial and entrepreneurial behaviour and enterprise development, and the management and exploitation of intellectual property.
KU11 The development and implementation of appropriate strategies within a changing environment, with consideration to globalisation and inter-cultural perspectives orientation in the international hotel management sector. .
KU12 Leadership and management of people within organisations - leadership, organisational behaviour and motivation.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

Graduates will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Graduates will be able to:
CS1 Think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.

CS2 Solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
CS3 Evaluate critically current research, methodologies and advanced scholarship, conduct research and enquiry into business and management issues through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting.
CS4 Selecting appropriate leadership style for different situations; setting objectives, motivating, monitoring performance, coaching and mentoring.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)
Graduates will be able to:
PS1 Demonstrate 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 business discipline.
PS2 Use information and knowledge effectively in order to abstract meaning from information and to share knowledge, including the use of quantitative skills.
PS3 Recognise the need for and initiate change and to be able to manage change.
PS4 Recognise and address ethical dilemmas, corporate social responsibility and sustainability issues, applying ethical and organisational values to situations and choices.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:
KS1 Effective communication: networking, listening, oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports.
KS2 High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution, displaying commercial acumen, the ability to continue to learn through reflection on practice and experience.
KS3 Soft skills: understanding the needs of others and empathy towards them; sensitivity to diversity in people and in different situations.
KS4 Effective performance within team environments and the ability to recognise and use individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Modules

The following modules will be offered in 2022/23:

- Marketing Management
- Finance for Business Managers
- Strategic Management
- Human Resource Management
- Global Business Challenges
- Change and Stability Management
- Dissertation

PROGRAMME STRUCTURE

All Master's students must normally pursue 180 credits at Level 7. Students will be examined in two parts. Part I will comprise 120 credits of taught modules. Part II will be research focused and completed by the presentation of a dissertation.

The table below shows the current composition of the programme:

Code	Title	Credits
PART I		
Compulsory Modules		
HKBM 7012	Marketing Management	20
HKBM 7008	Finance for Business Managers	20
HKBM 7013	Strategic Management	20
HKBM 7007	Human Resource Management	20
HKBM 7009	Global Business Challenges	20
HKBM 7015	Change and Stability Management	20
PART II		
Compulsory Module		
HKBM 7014	Dissertation	60

Remarks:
Module details are correct as of 6 May 2022. The Local Secretariat reserves the right to make changes to the module or 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*.

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. The format of the file name to be submitted via Turnitin should be "[course code] [full name of student] [assignment no.]" e.g. HKBM 7008 CHAN Tai Man Assignment 1.

Students need to take care to acknowledge all sources used and to reference correctly. You can submit one draft copy of your work to Turnitin before the submission deadline. If you want to make use of this option, you are strongly advised to submit your draft copy at least one day before the submission deadline as the generation of Turnitin Report takes time.

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.

Regulations on assessment work that is over the word limit
The University has announced new regulations on assessment work that is over the word limit. Please refer to the extract below from the Academic Quality Handbook 2020/21 (Section 7.7), which outlines the penalties applied to assessment work that is over the specified word limit with immediate effect.

I. Different assessments have varying word lengths specified for them; it is important that the student keeps to the word length specified for each assessment at all times on the following grounds:
   - To encourage succinct and clear writing by students.
   - To ensure equity between all the students doing that particular assessment

II. If the specified word limit for an assessment has been exceeded, the following penalties would normally apply. The penalty cannot take the work into the fail category.
   - Up to 10% above the word limit – No deduction off final mark
   - Between 10% and 25% above the word limit – Deduction of 5 marks off final mark(or reduce the mark to the capped mark, whichever is lesser)
   - Between 25% and 50% above the word limit – Deduction of 10 marks off final mark (or reduce the mark to the capped mark, whichever is lesser)
   - 50% or more over length – Maximum mark of capped mark

III. A failure to meet the word limit (or minimum word limit if a range is given) may result in lower marks based on the quality of the work because the work may not include the necessary information required for the assessment to meet the stated learning outcomes.

Feedback
You should receive feedback and provisional marks within 20 days of submission. Marks remain provisional until they are confirmed at the next Examination Board.
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$750 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%.

COURSEWORK DEADLINES

Coursework deadlines refer to Course Schedule/Teaching Plan which will be distributed at the start of each module.

All assessed written coursework needs to be submitted in electronic copy via Turnitin.

DISSERTATION/PORTFOLIO PREPARATION AND ASSESSMENT

Each candidate accepted into Part II will be required to submit a dissertation/portfolio not exceeding 15,000 words or the equivalent. The word limit does not include appendices (if any), essential footnotes, the formal declarations and statements or the bibliography and index. The appendices can act as a repository of raw data. It should be noted that examiners are not obliged to read the appendices when examining a piece of work.

If a piece of work is clearly above the indicated word limit, then the student should discuss editorial action with his/her supervisors before submission.

The module code for the dissertation/portfolio is: **HKBM 7014**

DISSERTATION

It is expected that students reaching the dissertation stage of a Master's Programme of Study will have acquired and practised research skills relevant to the modules studied. Students will be allocated a supervisor who will advise them on the issues arising at various stages in the research project.

Dissertations must be submitted in accordance with the University's requirements as set out in the Guide to Postgraduate Taught Dissertations (Appendix GA29).
http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/

Students are advised that the dissertation will then be "open access", i.e. freely available to be used in accordance with copyright and end-user permissions. Students wishing to request a bar on access should discuss with their Course Administrator and follow the required process.

Details of the responsibilities of the student and dissertation support entitlement can be found in the Supervision Policy for Taught Master's Students (Appendix GA30).
http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/

MODULE CODE: **HKBM7012**
TITLE: **Marketing Management**
LEVEL: **7**
CREDITS: **20**

AIM(S)

- To allow students to critically evaluate the contribution of marketing in any organisation and critically evaluate its marketing activities.

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

- critically appraise key marketing activities and the contribution of the marketing department to the whole organisation;
- anticipate and critically evaluate future developments in the field of marketing.

INDICATIVE CONTENT

- The marketing concept: the changing nature of marketing, its key components and applications.
- Scanning the external and internal marketing environments.
- Market Analysis & customer insight - market forces and failure, government intervention and failure in the market, competitive, cooperative and competitive paradigms, consumer behaviour/expectations in a rapidly changing digital environment.
- Market segmentation, target marketing and positioning and their use in creating value-delivering marketing strategies and marketing plans.
- Understand how resources, assets, digital metrics, competences and capabilities support the achievement of delivering innovative strategies.
- The marketing mix concept, its relation to segmentation and designing the marketing strategy.
- Internal organisational marketing; communication of the corporate brand/reputation. Development of brand building techniques for delivering customer value/experience.
- Understanding the strategic implications of the disruptive digital marketing environment
- Internet ethics, new social contracts, global pressures, diversity of cultural mixes, managing difference and sustainable processes.
- Analysis of models of ethics in the context of commercial priorities and market forces.
- Current issues and future developments in marketing to ensure ongoing sustainability of the role of marketing as well as for organisations eg Search Engine Optimisation (SEO), Pay per Click (PPC), viral marketing, affiliate marketing and social media.

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Written report	3,000 words	75%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Presentation	Group presentation with individual assessment, 8-10 minutes each student.	25%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	**100%**

READING LIST

Module Code	**HKBM7012**	
Module Title	**Marketing Management**	
Classification	**Reading List entry**	**Electronic***
Essential	Fahy, J., and Jobber, D., (2015), Foundations of Marketing, 5th edition, London: McGraw-Hill	☐
Essential	Jobber, D., and Ellis-Chadwick, F., (2016), Principles and Practice of Marketing 7th revised edition, Berkshire: McGraw-Hill	☐
Essential	Kotler P and Chernev, A. (2014), Strategic Marketing Management, 8th edition, Cerebellum Press	☐
Essential	Lynch, R., (2015), Strategic Marketing 7th edition, Harlow: Pearson	☐
Essential	Pride, W.M., and Ferrell, O.C. (2016), Marketing: Concepts and Strategies, 7th ed, Houghton Mifflin	☐
Further	Aaker, D. (2015), Brand personalities are like snowflakes, Marketing News, 49(7), pp. 20-21. Full text available at: EBSCOhost Business Source Complete	☒
Further	Academy of Marketing Studies Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Bieling, G., Stock, R.M. and Dorozalla, F. (2015), Coping with demographic change in job markets: how	☒

	age diversity management contributes to organisational performance, Zeitschrift fűr Personalforschung, 29(1), p.5- 30. Full text available at: EBSCOhost Business Source Complete	
Further	Danciu, V. (2013), The future of marketing: an appropriate response to the environment changes. Theoretical and Applied Economics, 20(5), pp. 33-52. Full text available at: EBSCOhost Business Source Complete	☒
Further	Foreman, J. et al (2014), The performance implications of planning, implementation, and evolution of firms' customer and competitor orientations, Journal of Marketing Theory and Practice, 22(4), pp.349-366. Full text available at: EBSCOhost Business Source Complete	☒
Further	Harvard Business Review - Full text available at: EBSCOhost Business Source Complete	☒
Further	Harvard Business Review Digital Articles - Full text available at: EBSCOhost Business Source Complete	☒
Further	Journal of Marketing - Full text available at: EBSCOhost Business Source Complete	☒
Further	Kim, W.C. and Mauborgne, R. (2004), Blue ocean strategy, Harvard Business Review, 82(10), pp. 76-84. Full text available at: EBSCOhost Business Source Complete	☒
Further	Kim, W.C. and Mauborgne, R. (2014), Blue ocean leadership, Harvard Business Review, 92(5), pp. 60-72. Full text available at: EBSCOhost Business Source Complete	☒
Further	Marketing Management Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Marketing Week (online) - Full text available at: EBSCOhost Business Source Complete	☒
Further	Shivakumar, R. (2014), How to tell which decisions are strategic, California Management Review, 56(3), pp. 78-97. Full text available at: EBSCOhost Business Source Complete	☒
Further	Sport Marketing Quarterly - Full text available at: EBSCOhost Business Source Complete	☒
Further	Udell, M. (2015), Competitive Edge. Marketing Insights, May/Jun, 27(3), p. 48. Full text available at: EBSCOhost Business Source Complete	☒
Further	Vriens, M. and Brazell, J.D. (2013), Competitive advantage, Marketing Insights, 25(3), pp. 32-38. Full text available at: EBSCOhost Business Source Complete	☒

MODULE CODE: **HKBM7008**
TITLE: **Finance for Business Managers**
LEVEL: **7**
CREDITS: **20**

AIM(S)

- To provide students with an overview of financial (accounting) statements and related theories in order to develop a comprehensive and critical understanding of financial techniques and processes which enable management to evaluate and make strategic decisions in the context of competitive environments.

LEARNING OUTCOMES

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

- research, apply and critically evaluate a variety of financial assessment techniques for application to a case study;
- research, evaluate and critically discuss various issues and theoretical frameworks used in the management and control of financial resources.

INDICATIVE CONTENT

- Financial statements as a means of communication; users of financial information; ratio analysis; trend analysis; interlinking of ratio results; comparison with similar sized businesses and industry sector norms; recommendations and conclusions; follow up analysis and interpretation; critical appraisal of techniques.

- Objectives of working capital management; methods of financing working capital (short and long term financing requirements); management and control of trade credit and trade debt; cash management, cash operating cycle, management of stocks; evaluation of conflicting aims.

- Project appraisal including payback, APR, NPV, IRR; decision to make, buy or lease; effects of capital rationing, taxation and inflation; project appraisal; post completion audit and critical appraisal of the techniques applied.

- Corporate failure; corporate failure prediction models, ethical banking

- The disruptive effect of FinTech companies on traditional banking and financial institutions.

LEARNING AND TEACHING STRATEGY

Student-centred learning strategies will be employed to ensure a balance of theory and practice. The campus based version of this module will primarily delivered predominantly in a workshop environment allowing for both a didactic and interactive learning experience.
For students on the MBA (online), online learning activities will be utilized to allow for an interactive learning experience for the student. Concepts, theories and techniques associated with finance for businesses are provided as learning resources. Activities will engage learners in the ideas and will allow them to participate in discussion on the application of these ideas to practical situations in their own and others contexts. Further exploration of these topics and their application to real life practical, pathway specific situations with make use of case studies both offline and online. Students will work in groups online or offline and expand discussions in areas that are relevant to the opportunities and ideas that have been developed. Students will also have the opportunity and encouragement to apply the relevant issues to their own context or a given case organisation, and gain individual, formative feedback regarding them from their peer group.

Emphasis will be placed on the manager as a user and supplier of management information. Discussion will be encouraged to highlight differences in the application of concepts and principles. To further enrich the learning experience, students will be introduced to best practice and experiences shared by practitioners from a variety of organisations.

ASSESSMENT

Assessment Component 1

Mode of assessment	Volume	Weighting
Written assignment (5000 words)	5000 words	100%

Assessment Summary

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

READING LIST

Module Code	HKBM7008	
Module Title	Finance for Business Managers	
Classification	Reading List entry	Electronic*
Essential	Atrill, P. (2017) Financial Management for Decision Makers, 8th edition, Pearson	☐
Essential	Bekaert, G. (2017) International Financial Management, 3rd edition, Cambridge University Press	☐
Further	Bhimani, A. (2017), Financial Management for technology Start-ups: A Handbook for Growth, Kogan Page	☐
Further	Drury, C. (2015), Management and Cost Accounting, 9th edition, Cengage	☐
Further	Financial Institutions Management: a Risk Management Approach, New York: McGraw Hill	☐
Further	Financial Management (CIMA)	☒
Further	Journal of Accounting, Finance & Management Strategy	☒
Further	Journal of Finance	☒
Further	Kersten, R. et al (2017), Small Firms, large Impact? A systematic review of the SME Finance Literature, World Development, September 2017, Vol.97, pp.330-348	☒

MODULE CODE: **HKBM7013**
TITLE: **Strategic Management**
LEVEL: **7**
CREDITS: **20**

AIM(S)

- To provide a comprehensive understanding of the issues and techniques of the strategic management process for organisations.

- To provide insight into new perspectives and experiences of current strategic thinking which contribute to innovative decision making at all business levels for sustainable competitive advantage.

LEARNING OUTCOMES

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

- synthesise the relationship between the external context of an organisation and its internal context and their impact on strategy;
- critically evaluate competitive and development strategies, in the context of contemporary strategic management issues;
- assess the key factors for the shaping and implementation of innovative strategies;
- explore critically the response of management functions to ethical challenges.

INDICATIVE CONTENT

- Strategic management in different contexts; to include small businesses, including start-ups, multinational corporations, manufacturing and services, public sector and not for profit.
- Strategic management in practice; taking into consideration the strategic position, strategic choices, implementation of strategy and development processes.
- Strategic analysis; macro and micro environmental analysis; defining strategic groups and sustainable critical success factors.
- Internal environmental analysis from a resource-based perspective; strategic importance of resources, core competences and an organisation's capabilities; to evaluate how strategic capability contributes to sustainable competitive advantage.
- Organisational purpose and stakeholder expectations; to include the importance of governance stakeholder mapping.
- Critical appraisal of ethical issues, sustainability, corporate social responsibility and their impact on strategic development.
- Theories of business power, the managerial revolution, mechanisms of corporate control, corporate governance, and managerial capitalism v state capitalism etc.
- Codes of Ethics: Competing approaches for managing ethical dilemmas.

- Assessment of organisational culture, structure and leadership, using appropriate academic theories and models and their impact on strategic implementation.
- Business level strategy and different methods of achieving sustainable competitive advantage.
- Corporate level strategy to include product diversity, international diversity, corporate parenting roles and portfolio management.
- Strategic evaluation and selection; to include generic strategies and the various strategic development methods available to organisations (internal, acquisition and alliance) and how to best manage change.

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Project Report	5000 words	100%

Assessment Summary

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

READING LIST

Module Code	HKBM7013	
Module Title	Strategic Management	
Classification	Reading List entry	Electronic*
Essential	Dess, G. G., Eisner, A., McNamara, G., (2016), Strategic Management: Texts and Cases, McGraw-Hill	☐
Essential	Garner, J., Stead, W., Stead, E., (2014), Sustainable Strategic Management 2nd edition, London: England: Greenleaf Pub.	☐
Essential	Grant, R.M., (2015), Contemporary Strategy Analysis: Texts and Cases 9th edition	☐
Essential	Hayes, J., (2014), The Theory and Practice of Change Management 4th edition, Palgrave	☐
Essential	Johnson, G., Whittington, R., Scholes, K., Angwin, D., Regner, P., (2017), Exploring Strategy Text and Cases 11th edition Harlow: Pearson	☒
Essential	Lynch, R., (2015), Strategic Management 7th edition, Pearson: Harlow	☐
Further	Business Strategy Review - Full text available at: EBSCOhost Business Source Complete	☒
Further	Business Strategy and the Environment - Full text	☒

	available at: EBSCOhost Business Source Complete.	
Further	Global Strategy Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Strategy and Leadership - Full text available at: ProQuest ABI/INFORM Collection	☒
Further	Academy of Strategic Management Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Strategic Management Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Academy of Strategic Management Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Boston Consulting Group (online), Available from: https://www.bcg.com/	☒
Further	Business + Strategy (online), Available from: http://www.strategy-business.com/	☒
Further	Business Strategy and the Environment - Full text available at: EBSCOhost Business Source Complete.	☐
Further	Business Strategy Review - Full text available at: EBSCOhost Business Source Complete	☒
Further	Global Strategy Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Harvard Business Review - Full text available at: EBSCOhost Business Source Complete	☐
Further	Harvard Business Review Digital Articles - Full text available at: EBSCOhost Business Source Complete	☒
Further	Market Research Society (online), Available from: https://www.mrs.org.uk/	☒
Further	Market Research.com (online), Available from:http://www.marketresearch.com	☒
Further	McKinsey Quarterly - Full text available at: EBSCOhost Business Source Complete	☒
Further	Mintzberg, H., Ahlstrand, B., and Lampel, J. (2009), Strategy Safari: The Complete Guide Through the Wilds of Strategic Management, Harlow: FT Prentice Hall	☒
Further	Strategic Management Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Strategy and Leadership - Full text available at: ProQuest ABI/INFORM Collection	☒

MODULE CODE: **HKBM7007**
TITLE: **Human Resource Management**
LEVEL: **7**
CREDITS: **20**

AIM(S)

- To develop a critical and analytical understanding of the importance and changing nature of HRM in a global context.

- To develop a professional understanding of what the HR function can help deliver in terms of sustainable organisation capability and innovation through people.

LEARNING OUTCOMES

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

- Critically review and appraise current HRM research and advanced scholarship.
- Critically evaluate business environments and analyse how resourcing an organisation is affected and informed by internal and external factors that in turn serve to influence the policies, procedures and processes adopted by the organisation;
- Demonstrate a systematic, extensive and comparative knowledge and understanding of a number of advanced and emerging issues in HRM and IHRM within a variety of organisations and how these can influence fulfilment of the strategic aims of the organisation and affect competitive edge.

INDICATIVE CONTENT

- The history and context of HRM.
- Critical appraisal of the strategic HR role within varying sectors. This could include how the function looks in small, medium and large enterprises nationally and internationally.
- Organisation design, culture and development including the analysis of internal and external environments that impact upon the work of Human Resource professionals.
  National and international employment markets from which organisations source and mobilise staff; how employment markets are evolving and changing.
- Strategic human resource management.
- Onboarding personnel, building the business activist, employer bonding and branding.
- Processes of managing performance; innovating new working practices; delivering outstanding customer service; breeding an environment where talent may grow.

- The talent-led knowledge economy. War on talent. Predictive analytics.
- Ethics and professionalism; commitment to equality of opportunity; encouraging and enabling diversity.
- Social, intellectual and human capital.
- Artificial Intelligence (AI) and its impact on HRM.

Study Time Allocation
The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1 ***(Tick one)***

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

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Component 2 ***(Tick one)***

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

Mode of assessment	Volume	Weighting
Individual Presentation	15 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	**100%**

READING LIST

Module Code	**HKBM7007**	
Module Title	**Human Resource Management**	
Classification	**Reading List entry**	**Electronic***
Essential	Armstrong M. (2017) *Armstrong's Handbook of Human Resource Management Practice*, 14th edition, Kogan Page	☒

Module Code	HKBM7007	
Module Title	**Human Resource Management**	
Classification	**Reading List entry**	**Electronic***
Essential	British Journal of Management	☐
Essential	Chartered Institute of Personnel and Development https://www.cipd.co.uk/	☒
Essential	Harvard Business Review	☐
Essential	Henderson, I. (2017) *Human Resource Management for MBA Students*, London: CIPD, 3rd Edition.	☒
Essential	People Management (CIPD Journal) https://www.peoplemanagement.co.uk/	☒
Further	Acas (Advisory, Conciliation and Arbitration Service) http://www.acas.org.uk	☒
Further	Bratton J. and Gold J. (2017) *Human Resource Management Theory and Practice*, Palgrave, 6th Edition.	☒
Further	Garavan, T., (Editor), McCarthy, A., & Carbery, R., (2019), *Handbook of International Human Resource Development: Context, Processes and People*, Edward Elgar Publishing.	☐

MODULE CODE: **HKBM7015**
TITLE: **Change and Stability Management**
LEVEL: **7**
CREDITS: **20**

AIM(S)

- To enable students to develop a comprehensive and critical understanding of relevant change management theories and practical strategies for managing change by focusing on organisational behaviour, operations, and the management challenges created by the external business environment, especially in view of the rapid digitalisation.

- To consider whether organisational change is a beneficial and exceptional event by assessing whether stability is either attainable or desirable in the modern business environment.

LEARNING OUTCOMES

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

- critically analyse theoretical perspectives and approaches to change management and demonstrate their practical application in a variety of organisational environments;

- critically evaluate whether change is beneficial or a hindrance to organisations today by examining key internal and external drivers such as culture, leadership, power, digitalisation, economic and political pressures and the forces of competition.

INDICATIVE CONTENT

- Organisations and their changing environments – a systems perspective. Behavioural, cognitive, psychodynamic approaches to change.

- Evaluation of key change typologies; the OD process; the planned and emergent approaches to change.

- The human and social impact of change - the ‘coping cycle’; ownership, personality factors and the impact on the psychological contract between the employee and employer.

- The paradox of managerial and leadership roles and responsibilities in devising and implementing change – devising strategies for dealing productively with resistance to change and the need for effective stakeholder engagement.

- Team and organisational change. Leading change, different styles and skills for different phases of change.

- Change in practice through restructuring, mergers and acquisitions, cultural and technologically driven change; reputational damage, repair and recovery.
- The development of the innovative organisation, with particular reference to the impact of the sharing economy on the delivery of established business models.

LEARNING AND TEACHING STRATEGY

Classes will enhance knowledge of organisations, their management systems, and operational influences already acquired. Tools of evaluation and comparative analysis will be rehearsed in group exercises and case study analysis. Students' own work experience (including work shadowing or placement) and the use of external specialists will be incorporated into "witness sessions" to enable inter - organisational comparisons to facilitate group learning.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Presentation	8-10 minutes	25%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Report	3000 words	75%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	**100%**

READING LIST

Module Code	HKBM7015	
Module Title	Change and Stability Management	
Classification	Reading List entry	Electronic*
Essential	Cameron, E. & Green, M. (2015), Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organisational Change, 4th edition, London: Kogan Page	☒
Essential	Buchanan, D. A. & Badham, R.J. (2008), Power, Politics and Organisational Change, 2nd edition, London: Sage Publications	☒
Further	Burnes, B. (2014), Managing Change, 6th edition, Harlow: Pearson	☒
Further	Carnall, C. & Todnem, B. (2014), Managing Change in Organisations, 6th edition, Harlow: Pearson	☒
Further	Drucker, P. (2009), Innovation and Entrepreneurship, London, Butterworth-Heinemann.	☒
Further	Greenfield, A. (2008), The 5 Forces of Change: A Blueprint for Leading Successful Change, New York: Management Books	☒
Further	Hayes, J. (2014), The Theory and Practice of Change Management, 4th edition, Basingstoke: Palgrave Macmillan	☒
Further	Kotter, J. P. (2009) Leading Change, Mass :Harvard Business Essentials	☒
Further	Senior, B & Swailes, S (2010) Organisational Change, Harlow: Prentice Hall	☒

MODULE CODE: **HKBM7009**
TITLE: **Global Business Challenges**
LEVEL: **7**
CREDITS: **20**

AIM(S)

- To identify, describe and critically analyse the internal and external economic forces at different regional levels with respect to decision making processes in modern organisations.

- To systematically understand and assess the nature of recent developments in the global economy with an emphasis on multinational organisations and international trade.

LEARNING OUTCOMES

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

- critically evaluate the main features which contribute to the international business environment with the focus on macro-economic conditions;
- critically evaluate the different modes of engagement with international markets and explore the interconnectedness between these and the technological, economic, legal, political, ecological and cultural environment in which expanding companies operate;
- assess micro-economic structures with respect to decision making in global organisations;
- critically evaluate issues in trade theory relevant for the conduct of international business and the internationalisation of organisations.

INDICATIVE CONTENT

- Introduction to international business and globalisation including the economic, regulatory, ecological and cultural environment.
- Overview of the international economy and recent economic trends.
- Theories of international trade and market protection.
- Regional integration and trade arrangements.
- International entry strategies.
- Relationships between trade, growth and regional inequalities in terms of income and living standards.
- Emerging economies.
- International labour markets.
- Global ecological challenges, the need for sustainability and the circular economy
- Corporate Social Responsibility in a Global Economy.

- An evaluation of guidelines for ethical organisations operating in the global market. Issues of sustainability and ecological responsibility.

- Relevance and changing impact of international institutions such as WTO, World Bank and IMF on global organisations.
- Micro-economic concepts such as supply and demand, price elasticities and cost-structures with respect to managerial decision making.
- The role of technology in changing the competitive position of incumbents and new entrants.

LEARNING AND TEACHING STRATEGY

Student-centred learning strategies will be employed to ensure a balance of theory and practice. Online learning activities will be utilized to allow for an interactive learning experience for the student especially on the MBA (online). Concepts, theories and techniques associated with assessing the business environment are provided as learning resources. Activities will engage learners in the ideas and will allow them to participate in discussion on the application of these ideas to practical situations in their own and others contexts. Further exploration of these topics and their application to real life practical, pathway specific situations with make use of case studies and online. Students will work in groups both in the campus based and the online MBA and expand discussions in areas that are relevant to the opportunities and ideas that have been developed. Students will also have the opportunity and encouragement to apply the relevant issues to their own context or a given case organisation, and gain individual, formative feedback regarding them from their peer group.

Activities will be interactive and will involve students in practical exercises, case study analysis and discussions. This will facilitate the development of analytical, evaluation, communication, team and leadership skills through self-directed discovery and peer assisted learning. The course will be augmented by further online reviews, articles, readings, and discussions as appropriate.

ASSESSMENT

Assessment Component

Mode of assessment	Volume	Weighting
Report	5,000 words or equivalent	100%

Assessment Summary

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

READING LIST

Module Code	HKBM7009	
Module Title	**Global Business Challenges**	
Classification	**Reading List entry**	**Electronic***
Essential	Johnson, G., Whittington, R., Regner, P., Scholes, K and Angwin, D. (2017) Exploring Strategy: Text Only, 11th edition, Pearson	☒
Essential	Morrison, J.(2016), The Global Business Environment, 4th edition, Palgrave	☒
Essential	Sloman, J., Garratt, D., Guest, J. and Jones, E. (2016), Economics for Business, 7th edition, Pearson	☒
Further	Griffin, R. and Putstay, M. (2015) International Business, global edition, Pearson	☒
Further	Griffiths, A. and Wall, A. (2011), Economics for Business and Management, Pearson	☒
Further	Hamilton, L. and Webster, P. (2012), The International Business Environment, New York: Oxford University Press	☒
Further	Robertson, M. (2017), Sustainability Principles and Practice, Routledge	☐
Further	Applied Economics	☒
Further	Business Economics, Springer Link	☒
Further	British Economy	☒
Further	Business Week	☒
Further	Cambridge Journal of Economics	☒
Further	Economic Journal	☒
Further	Economic Outlook	☒
Further	Economic Policy, Oxford	☒
Further	Economic Trends	☒
Further	Harvard Business Review	☒
Further	IMF Economic Review, Springer Link	☒
Further	Journal of the Knowledge Economy, Springer Link	☒
Further	Journal of Management Studies	☒
Further	Journal of Sustainable Development	☒
Further	Management Today	☒
Further	McKinsey Quarterly	☒
Further	Oxford Economic Papers	☒
Further	Oxford Review of Economic Policy	☒
Further	Review of Environmental Economics and Policy, Oxford	☒
Further	Socio-Economic Review, Oxford	☒
Further	Strategic Management Journal	☒

MODULE CODE: **HKBM7014**
TITLE: **Dissertation**
LEVEL: **7**
CREDITS: **60**

AIM(S)

- To develop a critical and systematic understanding of the application of research methodologies, and an ability to frame a research proposal.

- To develop a systematic understanding of how to report research results in written format to an academic and/or professional audience, and to further develop the student's capacity for critical analysis and independent thought.

LEARNING OUTCOMES

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

- prepare a research/independent study proposal that provides evidence that the topic to be studied is worth addressing; that the way the proposal addresses the topic is both appropriate and feasible in terms of intended activities, outcomes and resources and thus establishes its importance to both academic and professional communities;

- 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 and appropriate methodology selection 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;

- demonstrate 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;

- exhibit the analytical, numerical, literacy, communication and computer skills to enable critical research to be undertaken and be able to apply those transferable skills to develop research based inquiry in future employment settings.

INDICATIVE CONTENT

- 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.

- The importance of clear aims and objectives: project management, use of project management skills to budget, manage time and other resources, building and managing relationships; learning and reflection, reviewing and judging.

- Exploring the literature, writing a literature review, reviewing published literature critically, showing conceptual and theoretical understanding, identifying research problems and questions.

- Choosing a research method, data collection and sampling, data analysis and interpreting results, reliability and validity of data, evidence based approach; disseminating findings in a way that is consistent with professional business and management practice. Drawing valid conclusions and recommendations. Reflecting on the research process and outcomes and the learning experience.

ASSESSMENT
Assessment Component 1

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

Mode of assessment	Volume	Weighting
Formative Research Proposal and 15000 word Dissertation	15000 words	100%

Assessment Summary

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

READING LIST

Module Code	HKBM7014	
Module Title	Dissertation	
Classification	Reading List entry	Electronic*
Essential	Bryman, A. and Bell, E. (2015),), Business Research Methods. Oxford OUP.	☐
Essential	Collis, J. and Hussey, R. (2013),, Business Research, A Practical Guide for Undergraduate and Post Graduate Students,4th edition, Palgrave Macmillan: London.	☐
Essential	Creswell, J. W. (2015), A Concise Introduction to Mixed Method Research, Sage.	☐
Essential	Field, A. (2009), Discovering Statistics Using SPSS: (and sex and drugs and rock 'n' roll),. 5th edition, London: Sage.	☐
Essential	Kozinets, R.V. (2015), Netnography Redefined, 2nd edition, London: Sage	☐
Essential	Pallant, J. (2016), SPSS Survival Manual, Allen and Unwin.	☐
Essential	Saunders, M., Lewis, P. and Thornhill, A. (2016), Research Methods for Business Students, 7th edition, FT/Prentice Hall: Harlow.	☐
Further	Bell, J. (2010), Doing Your Research Project: a guide for first time researchers in education, Open University Press: Maidenhead.	☐
Further	Cottrell, S. (2011), Critical Thinking Skills: Developing Effective Analysis and Argument, 2nd edition, Palgrave Study Guides, Palgrave Macmillan: Basingstoke.	☐
Further	Denscombe, M. (2012), Research Proposals: A Practical Guide, Open University Press: Maidenhead.	☐
Further	Duignan, J. (2014), Quantitative Methods for Business Research using Microsoft EXCEL, Cengage Learning.	☐
Further	Field, A. (2013), Discovering Statistics using IBM SPSS Statistics. 4th edition. London: Sage	☐
Further	Greetham, B. (2009), How to Write Your Undergraduate Dissertation, Basingstoke: Palgrave Study Skills	☐
Further	Gray, D.(2017), Doing Research in the Business World, London: Sage	☐
Further	Levin, P. (2005), Excellent Dissertations, Open University Press.	☐
Further	Majchrzak, A. and Markus, M. L. (2014), Methods for Policy Research: Taking socially responsible action, 2nd edition, Thousand Oaks, CA: Sage.	☐

Further	Richards, L. (2015), Handling Qualitative Data, London: Sage.	☐
Further	Robson, C (2011), Real World Research, 3rd edition, John Wiley and Sons: Chichester.	☐
Further	Sherbaum, C. and Shockley, K. (2015), Analysing Quantitative Data for Business and Management Students, Sage.	☐
Further	Silverman, D. (2016), Qualitative Research, 4th edition, Sage	☐
Further	Stewart, C.J. and Cash, W.B. Jr (2017), Interviewing: Principles and Practices, 15th edition, New York: McGraw-Hill	☐
Further	Wood, M. (2003), Making Sense of Statistics: A Non-mathematical Approach, Basingstoke: Palgrave Study Guides, Palgrave Macmillan	☐
Further	Yin, R. K. (2014), Case Study Research: Design and Methods, 5th edition, Thousand Oaks, CA: Sage	☐

POLICIES

The Attendance and other Policies of The Hong Kong Management Association (HKMA) are available from your Course Administrator.

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. 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 correct form together with relevant supporting documents (e.g. transcript, detailed syllabus, assessment requirements and contact hours of the previously studied courses) and submit to the UWTSD MBA 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 exemption fee is HK$2,500 per module, which is payable upon successful application for exemption(s).

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 MBA 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 ACADEMIC MISCONDUCT AND PLAGIARISM

The University defines academic misconduct as 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage…'. Committing academic misconduct 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 academic misconduct 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 academic misconduct. 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. It is expected that your work will be submitted electronically via VLE.

For submissions outside of the VLE 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* and the

associated *Academic Misconduct Policy*, which can be seen on the University website:
https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/

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**. The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. For your programme of study you should be using Harvard referencing. The handbooks can be found online:
https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/. A Referencing Essentials session will be provided during the first term of your first year but as a general rule of thumb observe the following:

- *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, depending on which Referencing style you are asked to use.*

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

- *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'*** and your Referencing Handbook will provide you with specific guidance to help you to do this correctly. For support, contact your tutor.

Other types of Academic Misconduct
There are other types of academic misconduct, 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 academic misconduct.

LIBRARY AND LEARNING RESOURCES

All students have access to digital and information literacy and research skills support to assist them in their studies. Library services are available from the institution. In addition, 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/

STUDENT SERVICES

The primary source of student support is from the The Hong Kong Management Association (HKMA) course administration department. For further details please contact the The Hong Kong Management Association (HKMA) course administration department.

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 by contacting the partner institution. If you remain dissatisfied, you are then entitled to submit a formal complaint to the University, described in Chapter 13 of the *Academic Quality Handbook* and the associated *Student Complaint Policy.*
https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/

STUDENTS' UNION

The Students' Union is recognised as the voice of students within the University. It also offers support to students from collaborative partner institutions when their cases are considered centrally as outlined in the relevant policies, such as Academic Appeals and Academic Misconduct, https://www.tsdsu.co.uk/.

Appendix I: 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	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information	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	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or	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	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

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%**
	conventions used incoherently or largely absent.	gained through class contact. Inconsistent and weak use of referencing.	consistently.	inconsistencies.	no/very few inaccuracies or inconsistencies.		applied.
Knowledge and understanding (A systematic, conceptual 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 the discipline; a comprehensive understanding of techniques applicable to their own research)	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 and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	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 current problems and/or new insights though this may be under-developed occasionally.	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical 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.	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts 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.	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 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	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	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	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	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	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	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

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%**
complete data.)		with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	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.	incomplete)	make strong, persuasive, arguments and sophisticated judgements.	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 techniques of research and enquiry to create and interpret knowledge in the discipline.)	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 appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	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 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.	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 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.	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 appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	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 problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	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 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.	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 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

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%**
							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 II: 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 III: 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.