



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

PROGRAMME OF STUDY HANDBOOK

DOCTOR OF BUSINESS ADMINISTRATION

LEVEL 7 (Part One)

THE HONG KONG MANAGEMENT ASSOCIATION

2024-2025
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INTRODUCTION AND WELCOME

Welcome to the University of Wales Trinity Saint David Doctor of Business Administration programme.

This handbook provides you with information about your Programme of Study and the modules that will be offered for study for the academic year 2024/25.

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 advance warning in the event of any alteration.

FEEDBACK

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: through the academic representative for your programme of study, through module evaluation questionnaires, through informal meetings with your academic support tutor, teaching staff, or Programme Manager, through focus groups to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. 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. 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.

THE AWARDING UNIVERSITY & THE VALIDATED TEACHING CENTRE

The 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 King Charles III became its Royal Patron. UWTSD delivers clear, tangible benefits for learners, employers, industry and communities by offering a vocational approach from entry level to post-doctoral research. UWTSD has a clear and exciting strategic plan which places emphasis on applied learning, strong academic disciplines and a clear commitment to innovation, enterprise and knowledge transfer. This connected university is driving through structural and strategic change which is closely associated with industry, business and enterprise. The University has a clear national profile – delivering for Wales and celebrating its distinctiveness on a UK and international stage.

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

Website: <http://www.uwtسد.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>

PROGRAMMES OF STUDY AND PROGRAMME STAFF

This handbook covers Doctor of Business Administration. The name and contact details of the programme staff are also listed below.

The Hong Kong Management Association (HKMA)	Contact	Tel. No.	E-mail
Programme Administration	Ms Lottie Fung	2774 8568	lottiefung@hkma.org.hk / uwdba@hkma.org.hk
Programme Coordination	Ms Emily Tse	2774 8594	emilytse@hkma.org.hk
	Ms Jenny Pong	2774 8594	jennypong@hkma.org.hk
Teaching Team	Dr Andrew Chan (Programme Director)	N/A	uwdba@hkma.org.hk
	Dr Alice Te	N/A	uwdba@hkma.org.hk
	Dr Chammy Lau	N/A	uwdba@hkma.org.hk
	Dr Eddie Yu	N/A	uwdba@hkma.org.hk
	Prof Peter Fong	N/A	uwdba@hkma.org.hk
	Dr Tamara Savelyeva	N/A	uwdba@hkma.org.hk

SUPPORT DURING YOUR STUDIES

The HKMA Programme Administration team will act as a point of first contact for support issues. Further support can also be accessed through the Programme Coordination team.

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to an 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 2024/25 (forename/surname)	External Examiner for 2023/24 (if different to current)
UWTSD DBA Programme	Mr Matthew Salter	

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 2024/25

The academic year 2024/25 will be divided up as follows:

Part One	
Semester 1	HKBM7020 Converting Research into Practice
	HKBM7022 Advancing to Doctoral Research Stage
Semester 2	HKBM7017 Research Principles and Philosophy
	HKBM7019 Critical Literature Review for Doctoral Research
Semester 3	HKBM7021 Quantitative Research Methods
	HKBM7018 Visions for the Future – Theoretical Perspectives on Management
Part Two	
Semester 4	HKBM8001 Research Dissertation

Exam Board & Re-sit Dates:

June, February and December (To be confirmed)

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

It is vitally important that the UWTSD DBA 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 and that you read and agree to the Partner Enrolment Agreement. Each academic year, you will need to enrol as a student and you will need to enrol on the modules that you will be studying during the academic year. Failure to enrol properly or to inform the UWTSD DBA Local Secretariat of any changes to your personal details is likely to cause some or all of the following problems:

- failure to keep you generally informed;
- not being able to 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.

My Student Record / MyTSD

You can view your personal details on [MyTSD](#) and make requests to HKMA to amend data when your circumstances change. You can use MyTSD to:

- enrol for the new academic year
- view enrolment and module registration details
- check your module results and examining board decision

Please take time to check the enrolment information provided on MyTSD.

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 on Moodle 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 Manager 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 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*:

<https://www.uwtsd.ac.uk/academic-quality-handbook>

Additional needs in terms of assessment

If you have any additional needs in terms of assessment, it is your responsibility to liaise with the Programme Administration team 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: <https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/disability-support>

Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' which forms part of the *Academic Appeal Policy* associated with in Chapter 12 of the *Academic Quality Handbook*, and in supporting documentation published on the Academic Office section on the University's website:

<https://www.uwtsd.ac.uk/academic-quality-handbook>

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:

<https://www.uwtsd.ac.uk/academic-quality-handbook>

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 Programme Manager or Student Services 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 copies of all drafts of work presented or submitted for assessment wherever feasible.
- x) You make your work available for sampling for external examining purposes.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by **enrolled** students from anywhere in the world using the internet and a web browser.

Some of Moodle's features allow students to:

- Access course materials
- Facilitate communication between students and tutors
- Support group tasks

Moodle can be used for administration tasks such as:

- Submission of assignments electronically

How to Access:

You can access Moodle in 2 different ways:

1. From the University Website
Navigate to <https://uwtsd.ac.uk> and select Current Students (top right side of screen) and then Moodle.
2. URL Input
Open any browser on an internet-connected device and navigate to <https://moodle.uwtsd.ac.uk/>

If you are already signed into Office 365 you should be automatically signed into Moodle when you connect, if not log in using your Network username and password which are the same as used to access a campus PC.

If you are missing any modules from your Moodle homepage, please contact your **lecturers** to ask if they use Moodle. Please note it can take 24hrs for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc.) please contact the **lecturer** that delivers the course/module.

For any technical issues or error messages contact the **IT Service Desk** via:

Web: <https://webhelp.uwtsd.ac.uk>

Or email: ITServiceDesk@uwtsd.ac.uk

In any correspondence please include your name and username (your student number) together with details of your issue, and include screenshots of any error messages.

Further information on using online and digital resources can be found at <https://digitallearning.uwtsd.ac.uk/>

ASSESSMENT FEEDBACK VIA TURNITIN

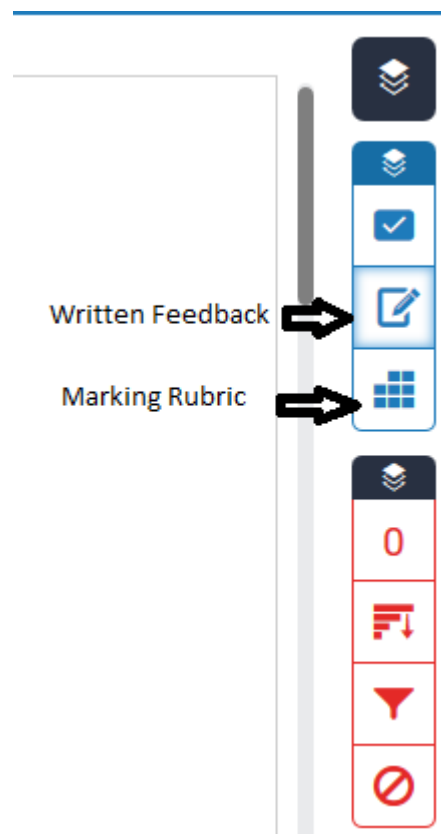
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

Written feedback will comment on the overall work.

The marking rubric will focus on how the piece of work meets the criteria listed in the relevant rubric.

The marking rubric does not give a mathematically calculated result based on the sum of individual components, but is used holistically to help determine the mark.

Written Feedback and the Marking Rubric can be found by clicking the buttons as shown when you view your submitted assignment in Turnitin.



PROGRAMMES OF STUDY – DOCTOR OF BUSINESS ADMINISTRATION

Programme Learning Outcomes

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

Knowledge and Understanding Skills

Successful candidates of the programme will be able to demonstrate:

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

Each of the above PLOs are met by successfully completing all level 7 and level 8 modules

Cognitive Skills

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

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

Each of the above PLOs are met by successfully by completing all level 7 and level 8 modules.

Practical Skills

Successful candidates of the programme will be able to:

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

Each of the above PLOs are met by successfully by completing all level 7 and level 8 modules.

Key Skills

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

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

Each of the above PLOs are met through successfully by completing all level 7 and level 8 modules.

Programme Structure

All Professional Doctorate students must normally pursue 540 credits, with 180 credits at Level 7 (Master's level) and 360 credits at Level 8 (Doctoral level). Students will be examined in two parts. Part One will comprise 180 credits of taught modules. Part Two will be research focused and will be completed by the presentation of a thesis and any portfolio of supporting material embodying the methods and results of the research. Please refer to **Appendix I** for the module specifications

The table below shows the current composition of the programme and will be offered in 2024/25:

Code	Title	Credits
PART I – LEVEL 7		
Compulsory Modules		
HKBN 7020	Converting Research into Practice	30
HKBN 7022	Advancing to Doctoral Research Stage	30
HKBN 7017	Research Principles and Philosophy	30
HKBN 7019	Critical Literature Review for Doctoral Research	30
HKBN 7021	Quantitative Research Methods	30
HKBN 7019	Visions for the Future – Theoretical Perspectives on Management	30
PART II – LEVEL 8		
Compulsory Module		
HKBM 8001	Research Dissertation	360

Module details are correct on 25 November 2024, and will not normally be changed during the year. The Local Secretariat reserves the right to make changes to the module or the delivery sequence of the above modules. In the unlikely event changes having to be made to these details during the year, you will be notified in writing. Module descriptors are included in the Appendix.

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*.

(<https://www.uwtsd.ac.uk/academic-quality-handbook>)

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

Standard Format for Coursework

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

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

Submission of Coursework

All assessed written coursework needs to be submitted in electronic copy via Turnitin (for plagiarism checking) before the submission deadline. Alternative instructions will be provided by the module tutor for any forms of coursework that cannot be submitted via Turnitin. The format of the file name to be submitted via Turnitin should be "[course code] [full name of student] [assignment no.]" e.g. HKBM 7007 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 must 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 minimum 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 regulations on assessment work that is over the word limit. Please refer to the extract below from the Academic Quality Handbook (Chapter 7: <https://www.uwtsd.ac.uk/academic-quality-handbook>), which outlines the penalties applied to assessment work that is over the specified word limit.

- 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 the lesser penalty
 - 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 the lesser penalty.
 - 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\$1,500 per assessment.

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

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 PREPARATION AND ASSESSMENT

Each candidate accepted into Part II will be required to submit a dissertation (thesis) not exceeding 60,000 words excluding footnotes and references.

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

Please refer to the Code of Practice for Research Degrees for information:
<https://www.uwtsd.ac.uk/sites/default/files/2024-01/Code-of-Practice-for-Research-Degrees-2023-24.pdf>

The module code for the dissertation is: **HKBM 8001**

Dissertation Deadline

Dec 2027 (Exact date to be confirmed)

UNIVERSITY ENGAGEMENT POLICY

All students should familiarise themselves with the engagement policy and understand their responsibilities in relation to engaging with their course (<https://www.uwtsd.ac.uk/academic-quality-handbook>).

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. Given the importance of research for the doctorate, it is anticipated that most students are unlikely to be exempted from the research modules unless they have studied significant credits of research methods as part of their Masters/Doctoral provision. The maximum number of credits that can be exempted is 120 credits. Students cannot 'pick and choose' to be exempted from parts of modules or assessments; RPL is applied to entire modules. No exemptions from Part Two of the programme will be allowed.

Students who wish to apply for RPL must complete the 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 DBA Local Secretariat at least one month before the commencement of the programme. Application for RPL submitted after the programme commencement will not be considered. The granting of RPCL is at the sole discretion of the University.

Students are required to pay a non-refundable exemption processing fee of HK\$500 per module when submitting the application for RPCL. The exemption fee is HK\$19,500 per module, which is payable upon successful application for exemption. Students will be notified of their results by email.

Attendance

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

Normal Period of Supervised Study / Minimum Submission Date

Normal Period of Supervised Study is 3 years from registration. A student is expected to submit a thesis by the end of this period. If more time is needed, a student could file Extension Request with additional extension fee (subject to approval).

Extension Fee for Exceeding the Normal Period of Supervised Study / Minimum Submission Date

HK\$6,800 for a 3-month extension

Maximum Submission Date

Maximum Submission Date for thesis is 4 years from registration. After which a student will be deemed to have run out of time and will not be permitted to submit a thesis.

A student could file PG17 - Extension to Candidature request to the University. However, the request has to be related to specific grounds and approval is not guaranteed. A student will be terminated if the extension request is not approved.

The grounds for the application for extension:

- 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 compromise the student's ability to continue with studies.

Please note that applications based on work commitments or busy schedule are unlikely to be approved.

Extension Fee for Exceeding the Maximum Submission Date

If the request of PG17 - Extension to Candidature is approved by the University, the extension fee will be:

- HK\$6,800 for a 3-month extension
- HK\$13,600 for a 6-month extension
- HK\$27,200 for a 12-month extension

Extension Fee for Thesis Amendment after Oral Exam

Students are not required to pay an extension fee for up to 6 months after Oral Exam for the purpose of thesis amendment. However, if more time is required after 6 months, the extension fee is HK\$6,800 for a 3-month extension.

Minimum/Maximum Submission Dates Due to Delay in Programme Commencement

Due to circumstances such as lecturers' availability, public/religious holidays or other administrative arrangement requirements, class commencement of the Hong Kong programme may be delayed from time to time. Please note that the University views these issues about class timings as part of the normal practices for any programmes in any location. This is accepted as a normal part of the timeline and changes to minimum/maximum submission dates would not be made for this type of delay

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 UWTSDBA 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. Students who wish to request for an Interruption of Studies should complete and submit the form with supporting evidence: <https://www.uwtsd.ac.uk/media/1832/download?attachment>

Incomplete applications will not be approved. The total maximum period for interruption of studies is 12 months. More details are available in Chapter 12 of the University's Academic Quality Handbook: [Mitigating Circumstances Policy \(uwtsd.ac.uk\)](https://www.uwtsd.ac.uk/media/1832/download?attachment)

The administrative fee required for an interruption application is HK\$2,000 for every 3-month period.

Change of Mode of Study

The current Hong Kong DBA programme is structured for a full-time study load. Request for a change to Mode of Study is only permitted during the minimum period of study (3 years from your programme registration) and will only normally be actioned on the anniversary registration.

Students who wish to request to change their mode of study are required to complete the Request to Make Change to Study form with justification. The form can be found at: <https://www.uwtsd.ac.uk/media/2613/download?attachment>

The application should be read in conjunction with the regulations outlined in the University's Academic Quality Handbook at <https://www.uwtsd.ac.uk/academic-quality-handbook>. The request must be approved by the Research Degrees Committee before any action or change to degree scheme can be made. There is a section of the Request to Make Change to Study form to be completed and signed by the Director of Studies. Students are to consult and seek advice from their supervisory team before submitting the application.

Once a student has changed his/her study to a part-time mode, he/she should expect half the number of supervisory sessions and hours with his/her supervisors in a year, as compared to a full-time mode. The submission time will be doubled based on the remaining time under the original full-time schedule. (For example, if a student has 12 months left until the final submission deadline, then these 12 months will be doubled, and the student will have 24 months to the final submission deadline once switched to part-time.) The student will be graduated as a part-time student in the official University record.

Fees Arrangement for Change of Study Mode to Part-time Mode:

1. Pay the original tuition fees for the first 3 years, and pay \$28,000 for every year of part-time study / extended study in the programme.
2. In the case of early submission (before the new minimum submission date), students are still required to settle the full tuition fee for the period covered

Withdrawal

Students who have decided they do not wish to continue their programme of study, must complete the GA16 Form under Chapter 12 Student Policies at:

<https://www.uwtsd.ac.uk/academic-quality-handbook>

Withdrawal from a programme may have implications for student finance and this should be understood by the student prior to submitting the form.

CODES OF CONDUCT

The University and HKMA are committed to providing all students with a safe and inclusive learning environment where all students have the potential to succeed to the best of their ability..

The University expects all students to abide by the Student Code of Conduct (see <https://www.uwtsd.ac.uk/about/governance-and-management/student-charter>).

ABOUT ACADEMIC INTEGRITY

Academic integrity is being honest in the work that you do in your studies. Honesty takes many forms; for example:

- Writing your own answers in unseen exams without consulting with others or using online or printed materials;
- Formally acknowledging the work and ideas of others, whether those of a friend, a lecturer, an article or book that you read, or a page on the internet that you accessed;
- Ensuring that you get ethical approval for your research where necessary;
- And many other actions that you take during your studies.

Breaches of Academic Integrity are called Academic Misconduct.

The University defines academic misconduct as ‘– Any action by a student which gives or has the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or any activity likely to undermine the integrity essential to scholarship and research’. 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).

You can find out the full regulatory framework, including penalties, on Academic Misconduct in the UWTSD Academic Misconduct Policy, which you can find here: <https://www.uwtsd.ac.uk/academic-quality-handbook>

There are several types of Academic Misconduct. Here are some examples and how to avoid them:

Plagiarism is presenting someone else's work or ideas as one's own. Plagiarism can include phrases, sentences, ideas, viewpoints, data, tables, pictures or indeed anything that someone else has created and is presented as your own work.

How to avoid plagiarism:

1. Never copy/paste from any source, unless you have clearly identified that you are doing this.
2. Always provide references to the sources of information you have used.

Referencing is essentially acknowledging the sources of information and ideas that you have used.

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**.

You can find all of the Referencing Handbooks here:

<https://intranet.uwtsd.ac.uk/departments/library-and-learning-resources/academic-and-infoskills/referencing-handbooks>

If you are uncertain which handbook is for your subject, do ask your module tutor or contact the Programme Administration Team.

Self-plagiarism is when you are reusing material that you have created yourself.

How to avoid self-plagiarism:

1. Never take a paragraph (or sentence or graph or image, etc.) from a previous piece of work and submit it as part of a new piece of work.

Remember Self-plagiarism is as bad as plagiarism and has the same penalties.

False authorship is a broad category of misconduct, which covers from buying an essay off an essay-mill to using paraphrasing software.

How to avoid false authorship:

1. Never ask someone else to create your work, whether that is a friend, a relative or someone you pay.
2. Never submit work that you have bought or solicited.
3. Do not use material repositories, where students store essays and notes, without full referencing.
4. Do not use paraphrasing software, unless you have been allowed to do so by the module tutor.
5. Use Generative Artificial Intelligence tools only as allowed in the assessment specification for any given assessment.

Fundamentally, the work that you submit for any part of your degree **must be your own**.

Collusion is when two or more students submit work that is very similar and there is evidence to suggest that they worked together, or one used the other's work. Collusion is only relevant when the assignment is to be completed by each student individually. Group work that is submitted on a group basis is not subject to allegations of collusion.

How to avoid collusion:

1. Keep your materials, such as notes from reading, essay drafts, etc. private.
2. Do not share them with others, whether in the same class or in another class.
3. Do not publish them online.
4. Do not leave them in shared computers without password protection.

There is no problem in discussing your work, your discoveries and knowledge with other students. On the contrary, you will often be asked to work with others informally whether in class or outside. Learning from others and teaching others is an essential avenue to deeper learning.

Cheating in examinations (or other formal assessment) includes the possession of unauthorised material or technology during an examination, and attempting to access unseen assessment materials in an advance of an examination.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and for academic misconduct. Normally, your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both

hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

LIBRARY AND LEARNING RESOURCES

Access to University Library

The primary provision is advised by the Hong Kong Management Association (HKMA); further details 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:

<https://www.uwtsd.ac.uk/library/partnership-students-and-external-borrowers>

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

Direct EBSCO URL: <https://search.ebscohost.com>

Direct ProQuest URL: <https://search.proquest.com>

(Username and password: to be provided on a separate occasion)

Learning Resources provided by HKMA

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

STUDENT SERVICES

The primary source of student support is from the Hong Kong Management Association (HKMA) course administration department. For further details please contact 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
- Disability Support Services
- IT Support
- Career Support
- Financial issues
- Study Room and Computer Facilities

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

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Students are encouraged, in the first instance, to resolve the matter with the person or persons directly involved. If you wish to make a formal complaint, you should in the first instance pursue it through HKMA's complaints procedures. The complaint should be sent via email to programme administrator. If you remain dissatisfied, you are then entitled to submit a formal complaint to the University

Full details of the complaints process can be found in the *Student Complaint Policy* associated with in Chapter 12 of the *Academic Quality Handbook* and in supporting documentation published on the Academic Office section on the University's website: <https://www.uwtsd.ac.uk/academic-quality-handbook>.

Appendix I: Module Specifications

Module Code	HKBM7020
Title	Converting Research into Practice
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To develop advanced scholarship skills to a sufficiently high level to create new knowledge through empirical research in the field of business and management; and write academic papers at a standard requisite for publication;
- Develop a systematic and critical understanding of the current state of knowledge concerning how to translate research into practice.

LEARNING OUTCOMES

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

- Create and interpret new knowledge through original research and advanced scholarship; to extend the forefront of business and management studies;
- Demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of business and management studies and organisational/management practice;
- Conceptualise, design, and implement a research project for the generation of new knowledge and understanding at the forefront of business and management studies and communicate the findings and contributions to academic practitioner audiences;
- Conduct a pilot study, gather, and analyse original empirical data and develop the findings to write a paper in the format of an academic journal article;
- Write a research-based academic paper making that makes informed judgements on complex issues and makes a clear contribution to both business and management theory and organisational/management practice.

INDICATIVE CONTENT

- Publication Process
- Editor and reviewer requirements
- Research into practice
- Writing up of qualitative data and storytelling formats
- Research ethics process
- Dealing with rejection
- Advanced academic enquiry
- Pilot studies
- Making a contribution to knowledge / practice
- Explore the core distinction between a DBA and a PhD
- Translate qualitative DBA research into practice

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HKBM7020	
Module Title	Converting Research into Practice	
Classification	Reading List entry	Electronic*
Essential	Bryman, A., Buchanan, D., (2018) Unconventional Methodology in Organization and Management Research, Oxford: Oxford University Press.	☐
Essential	Denscombe, M., (2012) Research proposals a practical guide, Berkshire, Eng.; New York: McGraw Hill Open University Press.	☒
Essential	Kumar, R., (2014) Research methodology: a step-by-step guide for beginners Fourth., Los Angeles: SAGE.	☐
Further	Thomson, P., Walker, M., (2010) The Routledge doctoral student's companion: getting to grips with research in education and the social sciences, London: Routledge.	☐
Further	Mustajoki, H., Mustajoki, A., (2017) A New Approach to Research Ethics 1st ed., London: Routledge.	☐
Further	Walliman, N., (2018) Research methods: the basics 2 nd Ed. NY: Routledge, an imprint of the Taylor & Francis Group	☐
Further	Crotty, M., (1998) The Foundations of Social Research: meaning and perspective in the research process London Sage	☐

Module Code	HKBM7020	
Module Title	Converting Research into Practice	
Classification	Reading List entry	Electronic*
Further	Robson, C., (2011) Real world research: a resource for users of social research methods in applied setting (3rd edition) Chichester Wiley	☐
Further	Willis, J., Jost, M., Nilakanta, R., (2007) Foundations of qualitative research: interpretive and critical approaches, Thousand Oaks, London: SAGE.	☐
Further	Bryman, A., (2018) Social Research Methods (5th edition) Oxford University Press	☐

Module Code	HKBM7022
Title	Advancing to Doctoral Research Stage
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To present and defend an advanced research proposal incorporating an introduction and justification for the study, critical engagement with current research at the forefront of business and administration / management studies, a clear and advanced research methodology, and clear contributions on how this research will create new knowledge, advance business/ management theory and management/ organisational practices.

LEARNING OUTCOMES

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

- Develop the systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of business and management studies and organisational/management practice;
- Conceptualise, design, and undertake a research project for the generation of new knowledge and understanding at the forefront of business and management studies;
- Write and defend a detailed research proposal that will generate original empirical research and new knowledge to advance business and management studies and organisational/management practice;
- Frame the creation and interpretation of new knowledge through original research and advanced scholarship; to extend the forefront of business and management studies.

INDICATIVE CONTENT

- Writing a research proposal
- Skills for a Viva Voce
- Research philosophy, method, and methodology
- Research tools and techniques
- Critical thinking
- Conceptualising and implementing a qualitative research project
- Generation of new knowledge and presenting qualitative empirical evidence
- Advanced qualitative and quantitative academic enquiry

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4500 words	60%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	18 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HKBM7022	
Module Title	Advancing to Doctoral Research Stage	
Classification	Reading List entry	Electronic*
Essential	Bell, J., Waters, S., (2014) Doing Your Research Project: A Guide for First-Time Researchers, 6th ed., Maidenhead, Berkshire: McGraw-Hill Education.	☒
Essential	Walliman, N., (2011) Your Research project: designing and planning your work Sage	☐
Essential	Saunders, M., Lewis, P., Thornhill, A., (2019) Research methods for business students, 8th ed., Harlow: Pearson.	☒
Essential	Denscombe, M., (2009) Ground rules for social research: Guidelines for good practice. McGraw-Hill Education (UK).	☒
Further	Pugh, D., Estelle, P., (2000) How to get a PhD: a handbook for students and their supervisors 3rd ed., rev. and updated., Buckingham: Open University Press.	☐
Further	Metre, M., Rugg, G., (2010) The unwritten rules of PhD research 2nd ed., Maidenhead, England; Open University Press.	☐
Further	Cryer, P., (2006) The research student's guide to success 3rd ed., Maidenhead: McGraw-Hill/Open University Press.	☒
Further	Peters, M., Howard, K., Sharp, A., (2012) The management of a student research project. Gower Publishing, Ltd	☒

Module Code	HKBM7022	
Module Title	Advancing to Doctoral Research Stage	
Classification	Reading List entry	Electronic*
Further	Blaxter, L., (2010) How to research. McGraw-Hill Education (UK).	☒
Further	Grix, J., (2010) Demystifying postgraduate research. A&C Black.	☐
Further	Wisker, G., (2007) The postgraduate research handbook: Succeed with your MA, MPhil, EdD and PhD. Macmillan International Higher Education.	☐

Module Code	HKBM7017
Title	Research Principles and Philosophy
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To enable candidates to understand the philosophical framework that informs research methods and methodologies facilitating the critical analysis of the assumptions and methods of research;
- To develop critical knowledge of research principles and methods in business, administration, and management studies at doctoral level.

LEARNING OUTCOMES

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

- Develop a comprehensive understanding of research design and methods in business, administration, and management studies; as well as developing an advanced and critical understanding of the current literature;
- Critically assess the philosophical presumptions that underpin research into business, administration and management studies and identify the philosophical and epistemological presumptions that underpin how the DBA candidates approach their research project;
- Design a research project with clear and specific research objectives and questions to critically examine contemporary business and management challenges and locate this in a specific philosophical or epistemological framework;
- Develop a systematic and advanced philosophical understanding of the approaches used in research as well as the debates at the forefront of the discipline.

INDICATIVE CONTENT

- Philosophical perspectives and foundation of qualitative research
- Underpinning & formulation of qualitative research methodology and methods
- Epistemology
- Ontology
- Axiology
- Teleology
- Business / Management research methods
- Critical evaluation of research methods

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HKBM7017	
Module Title	Research Principles and Philosophy	
Classification	Reading List entry	Electronic*
Essential	Saunders, M., Lewis, P., Thornhill, A., (2019) Research methods for business students, 8th ed., Harlow: Pearson.	☒
Essential	Byman, A., Bell, E., (2015), Business Research Methods 4th ed. Oxford, Oxford University Press	☐
Essential	Easterby-Smith, M., Thorpe, R., Jackson, P., (2015), Management and Business Research, 5th ed. London, Sage	☐
Further	Denscombe, M., (2009) Ground rules for social research: Guidelines for good practice. McGraw-Hill Education (UK).	☐
Further	Brinkmann, S., (2017) Philosophies of qualitative research. Oxford University Press.	☒
Further	Haig, B., (2018) The philosophy of quantitative methods: understanding statistics, Oxford University Press.	☒
Further	Peters, J., Howard, K., Sharp, J., (2012) The management of a student research project. Gower Publishing, Ltd..	☒
Further	Blaxter, L., (2010) How to research. McGraw-Hill Education (UK).	☒
Further	Grix, J., (2001) Demystifying postgraduate research: from MA to PhD, Edgbaston: University of Birmingham Press	☐
Further	Wisker, G., (2008) The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD. 2nd ed. Basingstoke: Palgrave Macmillan	☐

Module Code	HKBM7019
Title	Critical Literature Review for Doctoral Research
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- Undertake an advanced search and critically analyse literature on a specific topic in the discipline and assess its contribution to knowledge;
- Identify gaps in extant knowledge about specific academic and practitioner issues and explain how the doctoral research will contribute to both theory and organisational/management practice.

LEARNING OUTCOMES

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

- Undertake an advanced and systematic search and review of literature on a specific topic in business, administration, and management studies;
- Engage in comprehensive critiques and understanding of trends in the analysis of literature related to your research;
- Critically engage in current debates relates to business, administration, and management theory;
- Synthesise extant literature to form conclusions about the current state of knowledge and research in a field; Identifying gaps in knowledge and using this to generate and hone your own research aims and objectives.

INDICATIVE CONTENT

- Advanced and systematic literature search skills
- Critical thinking and discussing qualitative data
- Methods for analysing large bodies of literature
- Identifying gaps in the literature
- Credible sources of information
- How to research and present qualitative data and empirical evidence
- How to write a comprehensive literature review

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HKBM7019	
Module Title	Critical Literature Review for Doctoral Research	
Classification	Reading List entry	Electronic*
Essential	Wallace, M., Wray, M., (2016). Critical Reading and Writing for Postgraduates, 3rd ed. Los Angeles: SAGE	☐
Essential	Cresswell, J., (2018) Research Design: Qualitative, Quantitative and Mixed Methods. 5th Edition. International student edition. Los Angeles: Sage.	☐
Essential	Hart, C., (2018) Doing a literature review: Releasing the research imagination.	☐
Further	Denzin, N., Lincoln, Y., (2018) The SAGE handbook of qualitative research Fifth.,	☐
Further	Oliver, P., (2012) Succeeding with your literature review: A handbook for students.	☐
Further	Machi, L., McEvoy, B., (2016) The literature review: Six steps to success.	☐
Further	Booth, A., Sutton, A., Papaioannou, D., (2016) Systematic approaches to a successful literature review.	☐
Further	Ridley, D., (2012) The literature review: A step-by-step guide for students.	☐
Further	Bell, J., (2018) Doing your research project: a guide for first-time researchers, 7th ed. McGraw-Hill Education.	☐
Further	Grix, J., (2010) The foundations of research 2nd ed., Basingstoke; Palgrave Macmillan.	☐

Module Code	HKBM7021
Title	Quantitative Research Methods
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- critically assess the appropriate contexts for using quantitative research techniques, the philosophical underpinnings, strengths, and limitations of quantitative research;
- develop a detained understanding of applicable techniques for research and advanced academic enquiry;
- select from, and implement, a range of quantitative analysis techniques in order to address a particular research question;
- understand and critically evaluate quantitative research papers in the student's subject area of interest.
- assess the contexts for quantitative / qualitative empirical evidence and give a meaning to the data in / with an epistemological perspective.
- explore ways to further analyse data through mechanical / abstraction / coding with further analytical aids and the use of software to facilitate data analysis.

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HKBM7021	
Module Title	Quantitative Research Methods	
Classification	Reading List entry	Electronic*
Essential	Byrne, D., (2002) Interpreting quantitative data, London: Sage.	☒
Essential	Saunders, M., Lewis, P., Thornhill, A., (2019) Research methods for business students, 8th ed., Harlow: Pearson.	☒
Essential	Argyrous., G., (2011) Statistics for research: with a guide to SPSS 3rd ed., Los Angeles: Sage.	☐
Further	Field, A., (2018) Discovering statistics using IBM SPSS statistics 5th ed., London: Sage	☐
Further	Field, A., (2013) Discovering Statistics Using SPSS for Windows: Advanced Techniques for Beginners (Introducing Statistical Methods series), Sage Publications Ltd.	☐
Further	Berenson, M., Levine, D., Szabat, K., Stephan, D., (2019) Basic business statistics: concepts and applications. 14 th Ed. Global Edition, Upper Saddle River: Pearson.	☐
Further	Burns., R., Burns., R., (2008) Business research methods and statistics using SPSS, London, Sage.	☐

Module Code	HKBM7021	
Module Title	Quantitative Research Methods	
Classification	Reading List entry	Electronic*
Further	Easterby-Smith, M., Thorpe, R., Jackson, P., (2012) Management research. 4 th ed., London: SAGE.	☐
Further	Easterby-Smith, M., Thorpe, R., Jackson, P., Lena, (2018) Management research. 6 th ed., Los Angeles: SAGE.	☐
Further	De Vaus, D., (2008) Analyzing social science data: [50 key problems in data analysis], Los Angeles. Sage.	☐
Further	Babbie, E., (2013) Adventures in social research: data analysis using IBM SPSS statistics 8th ed., Los Angeles: Sage.	☐
Further	Bryman, A., (2016) Social research methods 5th ed., Oxford; New York: Oxford University Press.	☐
Further	Rowntree, D., (2003) Statistics without tears: a primer for non-mathematicians, London: Allyn and Bacon.	☐
Further	Black, K., (2005) Business Statistics for Contemporary Decision Making. John Wiley and Sons.	☐
Further	Swift, L., (2014) Quantitative methods for business Fourth., Basingstoke: Palgrave Macmillan.	☐
Further	Swift, L., Piff, S., (2005) Quantitative methods for business, management and finance 2nd ed., Basingstoke: Palgrave Macmillan.	☐
Further	Websites Bank of England Online Statistics (https://www.bankofengland.co.uk/statistics) British Household Panel Survey (BHPS) (https://www.iser.essex.ac.uk/bhps) DataBank (https://databank.worldbank.org/home.aspx) Office of National Statistics (https://www.ons.gov.uk/) UK Data Archive (https://www.data-archive.ac.uk/)	☐

Module Code	HKBM7018
Title	Visions for the Future – Theoretical Perspectives on Management
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- The development and relevance of theory and philosophical understanding to management practice,
- The different contexts, perspectives and paradigms that contribute to management understanding and views on the challenges of 21st Century management.
- The management theory jungle and the views of different theorists and their theories to contemporary management issues.
- Theoretical understandings applied to selected current discussions and debates in management practice, examining the changing external and internal business environment, and the influence of political, economic, social, technological, environmental, legal, and regulatory pressures on contemporary management practice.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	volume	Weighting
Report	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HKBM7018	
Module Title	Visions for the Future – Theoretical Perspectives on Management	
Classification	Reading List entry	Electronic*
Essential	Argyris, C., (2010) Organizational traps: leadership, culture, organizational design, Oxford: Oxford University Press	☒
Essential	Hamel, G., (2007) The future of management: a new era of management, Boston, Mass.: Harvard Business School Press.	☐
Essential	Jones, G., George, J., (2011) Contemporary management 7th ed., New York: McGraw-Hill/Irwin.	☐
Essential	Maitland, A., Thomson, P., (2011) Future Work How Businesses Can Adapt and Thrive in The New World Of Work 1st ed. London: Palgrave Macmillan UK.	☒
Essential	Meister, J., Willyerd, K., (2010) The 2020 Workplace: How innovative Companies Attract, Develop, and Keep Tomorrow's Employees Today HarperCollins	☐
Essential	Senge, P., (2006) The fifth discipline: the art and practice of the learning organization Rev. and updated., London: Random House Business.	☐
Essential	Stacey, R., (2011) Strategic management and organisational dynamics: the challenge of complexity to ways of thinking about organisations, Financial Times Prentice Hall 2011	☒
Essential	Williams, C., (2007) Rethinking the future of work: directions and visions, Basingstoke: Palgrave Macmillan.	☐
Further	Wren, D., Bedeian, A., (2020) The Evolution of Management Thought, 8th Ed. John Wiley & Sons	☐
Further	Handy, C., (1989) The age of unreason, London: Hutchinson Business.	☐
Further	Handy, C., (1995) Gods of management 3rd ed., London: Arrow.	☐

Module Code	HKBM7018	
Module Title	Visions for the Future – Theoretical Perspectives on Management	
Classification	Reading List entry	Electronic*
Further	Handy, C., (1994) The empty raincoat: making sense of the future, London: Hutchinson.	☐
Further	Hofstede, G. Hofstede, J., Minkov, M., (2010) Cultures and organizations: software of the mind. 3 rd ed. McGraw-Hill Education.	☐
Further	Kuhn, T., Hacking, I., (2012). The structure of scientific revolutions 4 th Ed., The University of Chicago Press.	☐
Further	Taylor, F., (2004) The Principles of Scientific Management, Project Gutenberg.	☒
Further	Mayo, E., (2003) The human problems of an industrial civilization, London: Routledge.	☒
Further	Luthans, F., (1981) Organizational behaviour 3rd ed. London: McGraw-Hill.	☐
Further	Mintzberg, H., (1989) Mintzberg on management: inside our strange world of organizations. New York Free Press.	☐
Further	Journals Academic Research Journals Academy of Management Journal (AMJ) Academy of Management Perspectives Academy of Management Review African Journal of Business Management Business perspectives and research Business Research California Management Review European Journal of Management and Business Economics International Journal of Management Reviews Journal of Business Research Journal of Management Journal of Management Studies Management and Organization Review Management Learning	☒

Module Code	HKBM8001
Title	Research Dissertation <i>(Part 2 comes under the Research Student Regulations)</i>
Level	8
Credits	360
Pre-Requisites	Successful completion of the taught programme Part I

AIM(S)

- To enable candidates to develop as professionals within their areas of practice which will see them make an original contribution in the field of practice and as agents of change in the knowledge economy;
- To extend candidates' critical evaluation and understanding of the way advanced research methods should be applied in the creation of knowledge at doctoral level in the area of business and management research.

LEARNING OUTCOMES

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

- Complete a research project with clear and specific research objectives and questions to that critically examines contemporary issues in a way that is innovative and relevant to the field of practice.
- Demonstrate grounded knowledge in the field of their research which should be able to provide the necessary balance between academic contribution and within the field of professional practice.
- Develop a systematic and advanced understanding of current literature and debates at the forefront of the discipline.
- Demonstrate how to manage research projects and how this has implications for research and development as professionals.
- Develop excellent presentation and communication skills relevant for the world of professional practice.
- Make informed judgements on complex issues of empirical evidence and clearly communicate the findings to specialist and non-specialist audiences

INDICATIVE CONTENT

As appropriate to the Thesis – 60,000 words

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	--	--
Independent learning	3600	100%
Placement learning	--	--
TOTAL	3600	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Thesis	60,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HKBM8001	
Module Title	Research Dissertation	
Classification	Reading List entry	Electronic*
Essential	Saunders, M., Lewis, P., Thornhill, A., (2019) Research methods for business students, 8th ed., Harlow: Pearson.	☒
Essential	Peters, M., Howard, K., Sharp, A., (2012) The management of a student research project. Gower Publishing, Ltd..	☒
Essential	Sturdy, A., Heusinkveld, S., Reay, T., Strang, D., (2019) The Oxford Handbook of Management Ideas, First ed., Oxford: Oxford University Press.	☒
Further	Robson, C., (2011) Real World Research Oxford: Blackwell	☐
Further	Walliman, N., (2011) Your Research project: designing and planning your work Sage	☐
Further	Denscombe, M., (2009) Ground rules for social research: Guidelines for good practice. McGraw-Hill Education (UK).	☒
Further	Brinkmann, S., (2017) Philosophies of qualitative research. Oxford University Press.	☐
Further	Denzin, N., Lincoln, Y., (2008) Collecting and Interpreting Qualitative Materials, 3rd edition, Thousand Oaks, California: Sage,	☐
Further	Blaxter, L., (2010) <i>How to research</i> . McGraw-Hill Education (UK).	☒
Further	Grix, J., (2010) Demystifying postgraduate research. A&C Black.	☐
Further	Gerring, J., (2007) Case study research principles and practices, New York: Cambridge University Press.	☒
Further	Wisker, G., (2007) The postgraduate research handbook: Succeed with your MA, MPhil, EdD and PhD. Macmillan International Higher Education.	☐

Appendix II: Generic Assessment Criteria

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

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

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%
forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	within the discipline.	latest research within the discipline.	current problems and/or new insights, but often under-developed.	under-developed occasionally.	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.	current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places. Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to	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.	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	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	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	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	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	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
create and interpret knowledge in the discipline.)	Very weak problem-solving skills in complex and unpredictable contexts.	only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	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.	propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	solutions in complex and unpredictable contexts. Evidence of originality and creativity.	applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in professional, postgraduate employment.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite for further development.



University of Wales
Trinity Saint David

LEVEL 7 ASSESSMENT SPECIFICATION

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

Appendix IV: Arrangement During Adverse Weather Conditions

Class arrangements as announced by the Education Bureau due to adverse weather conditions DO NOT apply to HKMA programmes. Under adverse weather conditions announced by The Hong Kong Observatory and/or extreme conditions announced by the Government, the following HKMA arrangements shall prevail:

(A) Before Session Commencement:

Typhoon Signal No. 8 or above / Extreme Conditions		Classes / Study Group Meetings	
(i) When Typhoon Signal No. 8 or above / Extreme Conditions is in force / likely to be ISSUED	1. At or after 7:00 am	Morning sessions of classes / study group meetings that are held between 8:30am and 1:59pm will be cancelled¹ / changed to online².	Examinations that are held between 8:30am and 1:59pm will be cancelled¹.
	2. At or after 12:00 noon	Afternoon sessions of classes / study group meetings that are held between 2:00pm and 5:59pm will be cancelled¹ / changed to online².	Examinations that are held between 2:00pm and 5:59pm will be cancelled¹.
	3. At or after 4:00 pm	Evening sessions of classes / study group meetings that are held after 6:00 pm will be cancelled¹ / changed to online².	Examinations that are held after 6:00pm will be cancelled¹.
(ii) When Typhoon Signal No. 8 or above / Black Rainstorm Warning / Extreme Conditions is LOWERED	1. At or before 7:00 am	All classes / study group meetings / examinations will be held as scheduled.	
	2. At or before 12:00 noon	Afternoon sessions of classes / study group meetings / examinations from 2:00pm or thereafter will be held as scheduled.	
	3. At or before 4:00 pm	Evening sessions of classes / study group meetings / examinations from 6:00pm or thereafter will be held as scheduled.	

Black Rainstorm Warning		Actions to be Taken
When Black Rainstorm Warning is in force	2 hours before scheduled class / study group meeting / examination time	All classes / study group meetings / examinations will be cancelled ¹ .

(B) Sessions that have already started:

Adverse Weather / Extreme Conditions	Action to be Taken
(i) When Typhoon Signal No. 8 or above / Extreme Conditions is in force.	All classes / study group meetings / examinations already in progress will be dismissed immediately ¹ .
(ii) When Black Rainstorm Warning is in force	All classes / study group meetings / examinations will continue as scheduled.

Note:

1. Arrangements for make-up classes will be announced by the Programme Secretariat
2. The Programme Secretariat will inform students of the online class details (if applicable) via email.
3. The above arrangements were updated at the time of printing. Please visit the HKMA website for the latest information:
<https://www2.hkma.org.hk/general/hkma-arrangements-during-adverse-weather-and-or-extreme-conditions-degree-programmes/>