

Course Description:

Thesis - DBA 8201



No.	Subject																			
1	Title	Thesis (50,000 words)																		
2	Code	DBA 8201																		
3	Credit Value	40																		
4	Prerequisite (if any)	Nil																		
5	Learning Outcomes	<p>By the end of the unit the participant is expected to be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate that they can manage and complete a thesis with minimum guidance. 2. Produce an original synthesis of ideas, data and discussion relevant to the research question or hypothesis addressed. 3. Derive appropriate conclusions and/or recommendations from the evidence and/or discussion presented. 4. Write a thesis which has a clear and logical structure and which expresses ideas with clarity. 																		
6	Synopsis	The participant will be allowed to choose a topic for their thesis provided that the topic is from the field of their study. If the participant is studying / researching an area in Human Resource, the participant will be assigned a supervisor from the same field. The thesis should also be such that staffs are available with the appropriate expertise to both supervise and assess the thesis. The thesis must also have some connection with material dealt within the programme. Thesis is recommended to be based on primary and secondary research from credible sources in business and academic field. It is expected that the thesis topic is discussed and approved by their supervisor before they are put in a research proposal report and submitted.																		
7	Mode of delivery	Supervisory sessions with supervisors, independent study, viva voce																		
8	Assessment Methods and Types	<table border="0"> <tr> <td>• Problem identification</td> <td>10%</td> </tr> <tr> <td>• Thesis background and literature review</td> <td>20%</td> </tr> <tr> <td>• Research methodology</td> <td>10%</td> </tr> <tr> <td>• Proposal Defense</td> <td>10%</td> </tr> <tr> <td>• Results and Discussion</td> <td>20%</td> </tr> <tr> <td>• Conclusions</td> <td>10%</td> </tr> <tr> <td>• Referencing</td> <td>10%</td> </tr> <tr> <td>• Viva-Voce</td> <td>10%</td> </tr> <tr> <td>TOTAL</td> <td>100%</td> </tr> </table>	• Problem identification	10%	• Thesis background and literature review	20%	• Research methodology	10%	• Proposal Defense	10%	• Results and Discussion	20%	• Conclusions	10%	• Referencing	10%	• Viva-Voce	10%	TOTAL	100%
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9	<p>Course topics and contact hours</p> <hr/> <p>Stage 1</p> <p>Problem Identification</p> <ul style="list-style-type: none"> • To what extent was the nature of the business problem identified original and challenging • Are the objectives clear and applicable; • Does the research question identify a gap in the literature and/or has a clear managerial implication <hr/> <p>Stage 2</p> <p>Thesis background and literature review</p> <ul style="list-style-type: none"> • Was there direct link to the relevant literature • Was the business background of the studied phenomenon (e.g. company(s), industry) critically discussed and clearly explained • To what extent there was clear evidence of reading from appropriate sources <hr/> <p>Postgraduate Colloquium (1):</p> <ul style="list-style-type: none"> -Designing and Locating Research in the Field -Discussion Ongoing Research 																			

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<p>Stage 3 Research Methodology</p> <ul style="list-style-type: none">• Was there an evidence of:<ul style="list-style-type: none">- Rationale for the research approach taken- Rationale for each data collection instrument used- Description of each instrument used to collect data and details of pilot studies carried out- Sampling and administration of research instruments- Details of subject and sources of data- An understanding of the way the evidence has been collected whether secondary or primary data with justification of the participant's choice. (The use of reliable secondary data is encouraged)• If primary data has been collected:<ul style="list-style-type: none">- Was the empirical data appropriate to the subject- Were the chosen research methods used in an effective way
<p>Postgraduate Colloquium (2): -Oral Presentation of Research Progress (slide presentation of 15 minutes) -Development of Research Instrumentation-Questionnaire</p>
<p>Proposal Defense: -Evaluation: 1 chairperson, Research Methodology expert, at least 1 content expert nominated by IPE.</p> <p>-Aspect of assessment: Title of research, problem statement (analysis of the problem, rationale and justification for research gap), research objectives / research questions, literature review / hypothesis development / conceptual framework (able to organize different bodies of knowledge logically, proposed research framework / academic construct), research methodology / research design (method of data collection and analysis, sampling design, procedure / technique / experimental setup) and significance / applied value of the research.</p> <p>-Outcome of assessment:</p> <p>1-Proposal accepted without amendments. Student can proceed.</p> <p>2-Proposal accepted with minimal amendments. Proposal with amendments as recommended by the panel of assessors must be submitted to and verified within one month of the date of defense of research proposal (DRP). Student can then proceed.</p> <p>3-Major amendments. Student is required to resubmit the amended proposal and present again.</p> <p>4-Proposal rejected. Student is required to prepare a new proposal and present again (maximum of 3 times).</p>
<p>Stage 4 Results and Discussion</p> <ul style="list-style-type: none">• Was a critical approach to the discussion of the results• Were the results fit into the existing body of knowledge• Were the results consistent with current theories• Were the argument of research results logical, coherent and balanced• Was the analysis appropriate and detailed support to the practical aspects of the thesis• Were the thesis findings well-explained
<p>Postgraduate Colloquium (3): -Presentation of research findings -Individual Supervisor-Supervisee Session</p>
<p>Stage 5</p>

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	<p>Conclusions</p> <ul style="list-style-type: none"> • Were the objectives of the thesis met; • Were the conclusions and recommendations relevant and appropriate to the problem (objectives) • Were the implications/applications of the thesis explored • Were the limitations/shortcomings of the thesis understood and explained • Were areas of further research identified • To what extent were the conclusions supported by the findings and arguments in the body of the thesis 	
	<p>Stage 6 Organisation and Presentation</p> <ul style="list-style-type: none"> • Was the thesis organised and structured in an effective and logical way • Did the writing style display: <ul style="list-style-type: none"> - Formal writing style (e.g. do not instead of don't) - Fluency - Clarity - Conciseness - Conventional spelling and grammar 	
	<p>Stage 7 Referencing</p> <ul style="list-style-type: none"> • Was the thesis fully and accurately referenced to academic convention i.e. The Harvard Method? 	
	<p>Stage 8 Viva-Voce:</p> <p>-Evaluation: 1 internal examiner, 1 external examiner, Research Methodology expert nominated by IPE.</p> <p>-Aspect of assessment: Title of research, introduction (problem statement / research questions / research objectives), literature review (coverage of theories, knowledge gaps), methodology (research design / framework, design of questionnaire-instrument, hypothesis), evidence, analysis and evaluation (quality and quantity of data, data presented), findings of the study, discussion and presentation of results, conclusions, recommendations and implications, references and appendices.</p> <p>-Outcome of assessment:</p> <p>1-Pass viva-voce (without correction).</p> <p>2-Pass viva-voce(minor correction).</p> <p>3-Pass viva-voce (major correction without second oral defense).</p> <p>4-Second oral defense is required.</p> <p>5-Fail.</p>	
10	Main Reference(s)	<p>Saunders, M, Lewis, P and Thornhill, A (2011) <i>Research Methods for Business Students (Sixth Edition)</i>, Pearson Education.</p> <p>Collis, J. and Hussey R. (2009) <i>Business Research: A practical guide for undergraduate and postgraduate participants</i>, 3rd edition. Basingstoke: Palgrave Macmillan.</p>
11	Additional reference(s)	<p>Maylor, H. and Blackmon, K. (2009) <i>Researching in Business and Management</i>, Basingstoke: Palgrave Macmillan.</p> <p>Bell, J (2011) <i>Doing Your Research Thesis</i>, Milton Keynes: Open University Press.</p> <p>Blaxter, L; Hughes, C and Tight, M (2010) <i>How to Research</i>, Milton Keynes: Open University Press.</p>

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		<p>Hughes, J & Sharrock, W (2010) <i>The Philosophy of Social Research</i>, Harlow: Longman.</p> <p>Jankowicz, A.D. (2009) <i>Business Research Thesis</i>, London: Thomson Business Press.</p> <p>McNeil, P (2010) <i>Research Methods</i>, London: Routledge.</p> <p>www.questia.com</p> <p>www.ipma.co.uk</p> <p>www.ebscohost.com</p>
12	Other additional information	<p>Please follow either the Harvard or APA Referencing system as given in:</p> <p>Pears, Richard & Graham Shields (2010) <i>Cite Them Right</i>, 8th Ed, Palgrave Macmillan-Harvard.</p> <p>Pears, R. & Shields, G. (2010). <i>Cite them right</i>. Basingstoke: Palgrave Macmillan.</p>