

The Hong Kong Polytechnic University

Subject Description Form

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| Subject Code | LGT5213 |
| Subject Title | QM Dissertation |
| Credit Value | 9 |
| Level | 5 |
| Normal Duration | 2-semester |
| Pre-requisite | MM501 Research Methods |
| Exclusion | LGT5153 Practice of Quality Management ITC524 ITC590 ITC5901 |
| Role and Purposes | This subject requires students to undertake an individual research project by relating academic concepts and theories with professional practice in quality management. |
| Subject Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. define the objectives, scope and study framework of a research project in the quality management field based on extant theories and empirical studies around the topic b. choose a methodology for the project, undertake a systematic process of investigation using defined methods of analysis, drawing inferences, and identifying limitations as well as further research issues c. present the dissertation report in an orderly and logical form, and with high accuracy of written expression |
| Subject Synopsis/ Indicative Syllabus | <p><u>Proposal</u></p> <p>The initial research proposal should contain the following details of the research project: title, objectives, scope, brief literature review, management questions, research questions, study framework, methodology, methods of investigation and a time schedule for the work. The proposal will be refined after the student's discussion with his / her supervisor.</p> <p><u>Progress</u></p> <p>The supervisor shall assess the progress of the student's work through discussion of readings with the student and evaluation of the student's comprehension of the tasks involved. The student must provide evidence of effort and thoughtfulness in the overall planning, investigational work as well as analysis of findings during different stages of the project.</p> |

| | <p><u>Oral examination</u></p> <p>Examiners will hold viva voce examination and the student has to present his / her research findings. The main purpose of the presentation is to satisfy the examiners that the student's work is his / her own. During the oral examination, the student has to answer queries related to the dissertation satisfactorily.</p> <p><u>Research report</u></p> <p>The examiners will assess the final research project report mainly based on the extent to which the objectives of the study has been met, as well as the validity and managerial implications of the research findings.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Teaching/Learning Methodology</p> | <p>The student has to submit an initial research proposal and will be assigned a project supervisor. Thereafter, the student has to work closely with the supervisor in refining the proposal and carrying out investigational work in line with selected and approved methodology. Continued interactions between the student and supervisor are essential to maintain and ensure satisfactory progress of the project.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> | <table border="1" data-bbox="517 965 1469 1653"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Proposal (supervisor)</td> <td>5 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Progress (supervisor)</td> <td>5 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Oral Examination (supervisor and second examiner)</td> <td>20 %</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Research Report (supervisor and second examiner)</td> <td>70 %</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>It is a dissertation where students need to demonstrate their quality management knowledge in addressing the identified issues of their selected topic. There are three stages of the assessment. In the first stage, students are required to design and defend a dissertation proposal. They progress to collect and analyse data and information for a systematic investigation of the topic at the second stage under supervision of the advisor. In the final stage, students need to submit a dissertation report and attend an oral examination.</p> <p><i>To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.</i></p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | | | | Proposal (supervisor) | 5 % | ✓ | ✓ | ✓ | | | | Progress (supervisor) | 5 % | ✓ | ✓ | ✓ | | | | Oral Examination (supervisor and second examiner) | 20 % | | | ✓ | | | | Research Report (supervisor and second examiner) | 70 % | | | ✓ | | | | Total | 100 % | | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal (supervisor) | 5 % | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Progress (supervisor) | 5 % | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oral Examination (supervisor and second examiner) | 20 % | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Research Report (supervisor and second examiner) | 70 % | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Student Study Effort Expected | Class contact: | |
| | ▪ by advisor | 28 Hrs. |
| | Other student study effort: | |
| | ▪ Proposal development and literature review | 84 Hrs. |
| | ▪ Data analyses and report preparation | 84 Hrs. |
| | Total student study effort | 252 Hrs. |
| Reading List and References | <p>Barbour, R.S. (2014), <i>Introducing Qualitative Research: A Student's Guide to the Craft of Doing Qualitative Research</i>, Second Edition, Sage.</p> <p>Lunenburg, F.C. and Irby, B.J. (2008), <i>Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in Social and Behavioral Sciences</i>, Corwin Press.</p> <p>Turabian, K.T. (2013), <i>A Manual for Writers of Research Papers, Theses and Dissertations: Chicago Style for Students and Researchers</i>, Eighth Edition, The University of Chicago Press.</p> <p>Vogt, W.P. (2007), <i>Quantitative Research Methods for Professionals</i>, Pearson.</p> <p>Winkler, A.C. and McCuen-Metherell, J.R. (2012), <i>Writing the Research Paper: A Handbook</i>, Eighth Edition, Wadsworth/ Cengage Learning.</p> <p>Yin, R. K. (2016), <i>Qualitative Research from Start to Finish</i>, Second Edition, Guilford Press, New York.</p> | |