Postgraduate Research Programmes

Research Training Programme

Course Outlines 2021-22
<table>
<thead>
<tr>
<th>Course Unit</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Finance</td>
<td>4-31</td>
</tr>
<tr>
<td>Business &amp; Management</td>
<td>32-80</td>
</tr>
<tr>
<td>Science, Technology &amp; Innovation Policy</td>
<td>81-87</td>
</tr>
</tbody>
</table>
Accounting & Finance
Unit code: BMAN 80900
Title: Advanced Accounting Research Seminars
Credit value: 30
Semester: The course runs over semesters 1 and 2
Course Coordinator contact details: Professor Brendan O’Dwyer  
Room 4.084  
Email: Brendan.odwyer@manchester.ac.uk  
Office hours: By appointment
Co-requisites: No co-requisites
Restrictions: The course is restricted to AMBS PhD in Accounting students. It is specifically designed for students following the qualitative research pathway on this programme.

Aims and Objectives (Learning outcomes)

The aims of this course are two-fold. First, the course seeks to provide PhD students with a broad-based overview of current research frontiers, recent developments and various methodological approaches in Accounting research. The course explicitly covers qualitative research across the areas of financial accounting, social and environmental accounting, auditing, accounting information systems, corporate governance, and management accounting. Although students will normally specialise in only one of these areas, it is important that they are aware of the breadth of qualitative research in Accounting. Second, the course aims to provide students with guidance and hands-on experience to assist them with writing and presenting academic research papers for conferences and journal publication.

On completion of this unit successful students will:
- Have knowledge and appreciation of research within their own specialism in addition to other fields in accounting.
- Advance their ability to critically assess the academic work of others.
- Enhance their research paper writing skills.
- Enrich their presentation and discussion skills

Syllabus content

The content for the course varies from year to year. It is based on the presentation topics covered by invited academic speakers. Typically, it includes a range of qualitative research across the areas of financial accounting, social and environmental accounting, auditing, accounting information systems, corporate governance, and management accounting.
Methods of delivery

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>2 hours per week over 15 weeks = 30 hours</td>
</tr>
<tr>
<td>Seminar/Tutorial/Workshop/Lab Hours</td>
<td>N/A</td>
</tr>
<tr>
<td>Private Study</td>
<td>225 hours</td>
</tr>
<tr>
<td>Directed Reading</td>
<td>45 hours</td>
</tr>
<tr>
<td>Total Study Hours</td>
<td>300 hours</td>
</tr>
</tbody>
</table>

Reading List

Pre Reading:


Core Text:

The core reading for the course varies from year to year. It is based on the presentation topics covered by the invited academic speakers. Further reading lists will be provided at the end of each lecture and they will typically include the presentation material and other materials that the speaker distributes during his/her session.

Supplementary text:


Leibel, E., Hallett, T., & Bechky, B. (2018), Meaning at the source: The dynamics of field formation in institutional research, Academy of Management Annals, 12(1), 154-177.


<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1 (of 3):</strong> A synopsis of a research paper related to the student’s PhD topic <em>(excluding references)</em>.</td>
<td>3 A4 pages due on <strong>Friday 10 December, 2021</strong> before 15.00.</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Assessment 2 (of 3):</strong> Oral presentation of research paper synopsis in Assessment 1. This will be followed with a discussion.</td>
<td>Presentation on <strong>Wednesday 15 December, 2021</strong></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Assessment 3 (of 3):</strong> A term paper that is linked to each student’s own PhD research. This is an exercise in writing a short, focused research paper. The format and standard of the term paper is that expected at a doctoral colloquium at an international research conference. This entails a clear anchoring of the paper in extant, relevant literature and an outline of how the research contributes to this body of research. Students have to demonstrate a clear ability to identify relevant problems and research questions and must present a coherent argument as to why further examination of these problems and research questions is relevant and valuable. The term paper should also include an outline of the conceptual frameworks and methods to be used for examining these issues. The term paper could include empirical material, such as a small pilot study, but this is not a requirement.</td>
<td>12 A4 pages due on <strong>Friday 6 May, 2022</strong> before 15.00.</td>
<td>70%</td>
</tr>
</tbody>
</table>
Feedback

Formative written and verbal feedback will be provided as students are in the process of completing assignments.

Summative feedback will be provided within 15 working days of the formal submission of assignments.

<table>
<thead>
<tr>
<th>Date coursework feedback will be returned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 working days after coursework is presented.</td>
</tr>
</tbody>
</table>

Methods of Feedback from Students/Course Unit Survey

The main channel will be via the course unit survey on BlackBoard. Regular communication with students is undertaken to encourage continual feedback.
Guidance on presentation of assessed coursework:

Students should present all assessed coursework using the following Microsoft Word format.

<table>
<thead>
<tr>
<th>Coursework presentation criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Font style</td>
</tr>
<tr>
<td>Font size</td>
</tr>
<tr>
<td>Character spacing (on the Format &gt; Font menu)</td>
</tr>
<tr>
<td>Margins</td>
</tr>
<tr>
<td>Line spacing</td>
</tr>
<tr>
<td>Alignment</td>
</tr>
</tbody>
</table>

**Important**

*Failure to follow the above presentation criteria will lead to penalties of 2 marks (for work marked out of 100%) for each criterion not followed. In addition, we may reformat your work in accordance with these criteria and apply further penalties if correct formatting means you have exceeded the set page length (see below).*

Ensure you cite references in the main text correctly and list them all at the end in the references section. Incomplete or non-citation of sources incurs an automatic penalty of 5 marks (for coursework marked out of 100%).

**Penalties for exceeding the page length:**

If you do exceed the limit, the following penalties apply (for coursework marked out of 100%).

<table>
<thead>
<tr>
<th>Penalties for exceeding the page length</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the work is no more than 10% over the limit,</td>
</tr>
<tr>
<td>If the work is more than 10% but less than 20% over the limit,</td>
</tr>
<tr>
<td>If the work is more than 20% but less than 50% over the limit,</td>
</tr>
<tr>
<td>If the work is 50% over the limit,</td>
</tr>
</tbody>
</table>
Referencing:

In the text we normally write something like, “Bradshaw (2002) and Demirakos et al. (2004) ...”. Note that we refer to authors only by their surname (no first-name or initials). In the list of references we include:


References must be in alphabetical order by author surname and, if the same author(s) has more than one publication, in date order with the earliest publication first.

In the text (or in footnotes, where necessary) you should include citations as, for example, Fama (1970), Hew et al. (1998), (see Fama and French, 1994). Note that you should use “et al.” where there are more than two authors. Note also that if the passage that contains the citation is already in parentheses, we normally omit the parentheses around the year of the reference.

Where you refer to a very specific point in an article that is incidental to its main contribution, or where you include a quotation from an article, you should include a specific page reference to where the reader can find this in the original article. For example, “... Fama and French (1996, 45) refer to ...” (where the page reference is page 45). You should not list references separately in footnotes. If the footnote itself includes text that contains a citation, you follow the same procedure as in the main text. You must make sure that all references appearing in your main text (and footnotes) are listed in the references at the end. Many students take too little care over references and lose marks as a result. Consult accounting and finance journal articles (or journal requirements under instructions for authors) for other examples.

Footnotes:

Aim to minimise the number of footnotes as they generally interrupt the flow of text. Where a footnote is necessary, the footnote symbol must be arabic and must come after any punctuation signs (full stops, commas, etc.). For example, the footnote symbol should appear after a full-stop as here. It must not appear like this. Onerationale for this practice is that many articles in accounting and finance use mathematical notation, in which case the reader could confuse “here” to mean “here squared” or “here to the power of two”, whereas “here.” points the reader to the second footnote.

Some journals require the first multiple-author citation to give all the author surnames (e.g. Demirakos, Strong, and Walker 2004), with subsequent citations of the same reference stating Demirakos et al. (2004). There is no standard convention on this, so either approach is acceptable.
Unless it would be misleading, you should generally put footnote symbols at the end of sentences, as reading a footnote half way through a sentence interrupts the flow of the sentence. The text of the footnote should appear at the bottom of the corresponding page (unless formatting forces it onto the next page). This is more convenient for the reader.

Writing style:

You must write the paper in good style with a good structure of well-written, linked paragraphs. Consult books on writing style or on study skills or look at journal articles for guidance and examples of this. Avoid writing in note form or in very short paragraphs. Paragraphs hardly ever consist of one sentence. A series of short paragraphs gives an impression of fragmented ideas with little structure.

You should always use a spelling and grammar tool to check the standard of your writing. This is necessary but far from sufficient—for example, the grammar tool in Word is very poor at detecting grammatical errors. You need to check and try to improve grammar yourself. You should be particularly careful about singular and plural nouns and whether you need to use or omit the definite or indefinite article (“the”, “a”). Normally, it is better to write in the present tense; say “Lamont (2001) uses the term ‘economic tracking portfolio’ ...” rather than “Lamont (2001) used the term ‘economic tracking portfolio’ ...”. However, using the present tense can sometimes sound odd, in which case it will be necessary to depart from this general advice.

Books normally leave a slightly larger space between sentences than between words within a sentence. The easiest way to do this in most word-processing packages is to leave two spaces after a full stop that ends a sentence (as in this document). A type-setting package such as LaTeX does this automatically for you.

Although it is not essential, you should try to write in the active voice rather than the passive voice (write “Fama and French find a clear relation ...” rather than “A clear relation ... is found by Fama and French”, “I select companies based on ...” rather than “Companies were selected based on ...”, etc.). The active voice is more direct, more concise and the more modern approach to academic writing. The passive voice often sounds stilted, pedantic, and old-fashioned. In some cases you may find it difficult to avoid using the passive voice, but you can often re-phrase sentences or passages to use the active voice and eventually this will come naturally.

Formatting points as follows:

- Use 1.5 spacing
- Use Times New Roman as your font
- Justify your text, including footnotes.
Plagiarism:
All work submitted by a student must be the work of the student. The following is an outline of the rules on plagiarism. You can find full details of plagiarism in your programme handbook.

Plagiarism is the theft or use of someone else’s work without proper acknowledgment, presenting the material as if it is one’s own. Unacknowledged direct copying from the work of another person, or the close paraphrasing of somebody else’s work, is plagiarism. This applies to copying from other students’ work and from published sources such as books, reports, working papers, or journal articles.

When quoting word-for-word from the work of another person you must use quotation marks or indenting (setting the quotation in from the margin) and you must acknowledge the source of the quoted material. Quoting from the work of others is acceptable, but you should not use it so excessively that it interrupts the flow of what should be a dissertation written in your own words.

Paraphrasing, when the original statement is still identifiable and has no acknowledgement, is plagiarism. Taking a piece of text, from whatever source, and substituting words or phrases with other words or phrases is plagiarism. Any paraphrase of another person’s work must have an acknowledgement to the source. It is not acceptable to put together unacknowledged passages from the same or from different sources, linking these together with a few words or sentences of your own and changing a few words from the original text: this constitutes over-dependence on other sources, which is a form of plagiarism.
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Doctoral Programme
Course Unit Outline 2021/22

Unit code: BMAN 80842
Title: Market Based Accounting Research
Credit value: 15
Semester: 2

Course Coordinator contact details: Professor Edward Lee, AMBS 4.035, 54564, edward.lee@manchester.ac.uk , office hours: TBA
Other staff involved contact details: N/A

Course unit overview
This course is designed to strengthen the research skill set quantitative accounting PhD students in two ways. First, it enhances their awareness and understanding of an essential and fundamental strand of accounting literature. Second, it improves their critical thinking and evaluation of empirical accounting research. Market based accounting research examines the relationship between accounting information and capital markets. This literature has evolved through 50 years of distinguished history and development to form the foundation of quantitative accounting research today, and its theories and evidence continue to inform and contribute to important debates and decisions among academics, practitioners, and policy makers.

Aims
The purpose of this course is to provide PhD students with broad overview and critical assessment of the market-based accounting research (MBAR) literature.

Objectives (Learning outcomes)
- Demonstrate knowledge of the key concepts, literatures, methodologies, and inferences associated with capital markets research in accounting.
- Formulate and evaluate research questions and designs, by synthesising the relevant intuitions, literatures, and methodologies.
- Understand the strengths and weaknesses of empirical evidence acquired from the large sample quantitative analyses of accounting and financial market data.

Syllabus content
Core topics include an overview of MBAR, security valuation, market information efficiency, contracting, disclosure regulations, financial reporting quality, and financial analysts. Additional topics more directly related to the PhD thesis of students will also be incorporated through the presentation and discussion of selected research papers.

Methods of delivery
<p>| Lectures | 2 hours per week, 10 weeks in total |
| Seminar/Tutorial/Workshop/Lab Hours | N/A |
| Independent Study | 130 hours |
| Total Study Hours | 150 hours |</p>
<table>
<thead>
<tr>
<th>Session 1: Introduction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main reading:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Further reading:</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2: Fundamental analysis and security valuation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main reading:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Further reading:</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 3: Market information efficiency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main reading:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Further reading:</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 4: Contracting effect</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main reading:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Further reading:</strong></td>
<td></td>
</tr>
</tbody>
</table>
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- **Session 5: Disclosure regulation**
  - **Main reading:**
  - **Further reading:**

- **Session 6: Financial information intermediation**
  - **Main reading:**
  - **Further reading:**

- **Session 7: Financial reporting quality**
  - **Main reading:**
  - **Further reading:**

- **Session 8: Accounting research and journal publication**
  - **Further reading:**
    - Schrand, C. 2019. Impediments to relevant research: The journal review and publication process. *Accounting Horizons*, 33, 11-16.

- **Session 9: Student presentations**
- **Session 10: Student presentations**
### Assessment

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research paper presentation</td>
<td>30-minute presentation of a selected research paper, with the student playing conference presenter’s role.</td>
<td>50%</td>
</tr>
<tr>
<td>2. Discussant presentation</td>
<td>15-minute presentation to discuss a selected research paper, with the student playing conference discussant’s role.</td>
<td>25%</td>
</tr>
<tr>
<td>3. Q&amp;A participation</td>
<td>In class participation in discussions throughout the course.</td>
<td>25%</td>
</tr>
<tr>
<td>Resits</td>
<td>Students will review an academic research paper allocated to them, playing the role of an academic journal referee, and submit a detailed referee review report that provides a constructive and critical evaluation of the paper. The report will be between 3 to 5 pages long before reference list (Times New Roman size 12 font, 1.5 line spacing, and 2.54 cm margin on all 4 sides).</td>
<td></td>
</tr>
</tbody>
</table>

### Feedback methods

**Feedback to students:**
In class discussions, email exchanges, and overall feedback sheet (containing presentation, participation, and coursework components)

**Feedback from students:**
In addition to the course unit evaluation questionnaire, students are encouraged to give feedback through emails and conversations at any time, and using the online questionnaire near the end of the semester.
# PGR Course unit outline 2021/22

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>BMAN80271</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Advanced Financial Accounting Theory</td>
</tr>
<tr>
<td><strong>Credit value:</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester:</strong></td>
<td>1st</td>
</tr>
<tr>
<td><strong>Course Coordinator contact details:</strong></td>
<td>George Voulgaris (<a href="mailto:Georgios.Voulgaris@manchester.ac.uk">Georgios.Voulgaris@manchester.ac.uk</a>)</td>
</tr>
<tr>
<td><strong>Other staff involved contact details:</strong></td>
<td>Patrick Ryu (email tbc)</td>
</tr>
<tr>
<td><strong>Pre-requisites</strong></td>
<td>Students should normally have a first degree that includes subjects in accounting and training in economics</td>
</tr>
</tbody>
</table>

## Aims
The course covers key theoretical areas of financial accounting research. It provides a crucial link to the literature for students seeking to strengthen the theoretical foundations of their empirical research. The underlying perspective is an economic one and implicitly assumes a stock market setting defines the corporate financial information environment.

## Objectives (Learning outcomes)
By the end of the course, students will be able to understand four fundamental theoretical areas that underpin research in financial accounting, namely mandatory financial disclosure, voluntary financial disclosure, the politics of accounting regulation, and agency and contracting theory.

## Syllabus content
The course covers four topics as follows:

- The social value of (mandatory) financial disclosure
- Voluntary financial disclosure
- The role of regulation in accounting research
- Agency and contracting theory

## Methods of delivery

<table>
<thead>
<tr>
<th>Lectures</th>
<th>4 weeks of 3-hour asynchronous online sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar/Tutorial/Workshop/Lab Hours</td>
<td>4 weeks of 2-hour synchronous online sessions</td>
</tr>
<tr>
<td>Independent Study</td>
<td>130 hours</td>
</tr>
<tr>
<td><strong>Total Study Hours</strong></td>
<td>150 hours</td>
</tr>
</tbody>
</table>

## Reading List
For each topic, the lecturers will be providing a list of reading and resources as part of the lecture notes.

## Assessment
<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a term paper that summarizes and demonstrates your knowledge and understanding of each of the four topics from the course.</td>
<td>8 pages maximum</td>
<td>100%</td>
</tr>
<tr>
<td>Students must submit their coursework via Blackboard/Turnitin by <strong>12pm on Friday, 7 January 2022</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Resits:** Coursework

**Feedback methods**

We provide written, formative and summative feedback on the term paper within 15 working days of the submission deadline.

**Feedback from students**
The main channel is via the course unit survey on Blackboard. We also encourage students to provide feedback, verbally or in writing by email, to the course lecturers.
# Advanced Finance Research Seminar 1

**Unit code:** BMAN 80281  
**Title:** Advanced Finance Research Seminar 1  
**Credit value:** 15  
**Semester:** 1  
**Course Coordinator contact details:**  
Eirini Konstantinidi  
Office: AMBS 4.060  
Email: eirini.konstantinidi@manchester.ac.uk  
Tel: +44 (0) 161 275 4005  
Office hours: Thursday 9-11  
**Other staff involved contact details:**  
This is a seminar based course. In each session there is an invited speaker. The speakers are all colleagues such as Kevin Aretz, Michael Brennan, Hening Liu, Norman Strong, Alex Taylor, Sarah Zhang etc.

## Course unit overview

The purpose is to expose PGR students in Finance to recent and current developments in Finance research.

## Aims

The purpose is to expose PGR students in Finance to recent and current developments in Finance research.

## Objectives (Learning outcomes)

On completion of this unit successful students will be able to have an appreciation and understanding of key research in asset pricing. Students will also have an understanding of how to write a referee report and critically evaluate research papers.

The students will develop skills essential for job placements in the finance industry and in academia.

## Syllabus content

Each week a different finance research topic will be discussed and analysed in class, covering recent and current developments. Over the past years, we have covered topics such as event studies, return predictability, the equity premium puzzle, structural estimation of asset pricing models, skewness in asset pricing, high-frequency econometrics and volatility estimation, market microstructure etc.

The detailed teaching schedule is to be announced in due course via Blackboard. This course covers various topics, such as event studies, estimation of asset pricing models, the equity premium puzzle, return predictability etc.
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Methods of delivery

<table>
<thead>
<tr>
<th>Methods of delivery</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>30 hours</td>
</tr>
<tr>
<td>Seminar/Tutorial/Workshop/Lab Hours</td>
<td>None</td>
</tr>
<tr>
<td>Independent Study</td>
<td>120 hours</td>
</tr>
<tr>
<td>Total Study Hours</td>
<td>150 hours</td>
</tr>
</tbody>
</table>

Reading List

The detailed reading list includes a number of asset pricing papers and is to be announced in due course via Blackboard. Students are expected to study the assigned readings before the class, and actively participate in the discussion.

Pre Reading: Reference list provided from each seminar speaker. This will be made available via Blackboard in due course.

Core Text: Reference list provided from each seminar speaker. This will be made available via Blackboard in due course.

Supplementary Text: Reference list provided from each seminar speaker. This will be made available via Blackboard in due course.

Assessment

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective term paper</td>
<td>10 pages of A4</td>
<td>100%</td>
</tr>
</tbody>
</table>

Students are required to write a reflective term paper based on the contents of each of the sessions. The term paper should seek to establish the importance and relevance of the material studied and the distinctive contribution of the work(s) to the field of Finance. The page limit for this term paper is 10 sides of A4 (excluding title page and reference list). Detailed requirements on presentation of coursework are at the end of this document.

Deadline for submission: The deadline for submission is 3.00pm on January 10th 2022 (Monday).

Please submit your term paper via Blackboard.

Resits: Coursework

Feedback methods

Written feedback will be provided for both the reflective term paper and the referee report. This will be returned within 15 working days of the submission deadline.

Feedback from students

Students are asked to provide feedback on administrative, short and long term course development either verbally during office hours or by email throughout the whole duration of the course. All students are also
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invited to provide feedback at the end of the semester through the course evaluation questionnaire.
<table>
<thead>
<tr>
<th><strong>Unit code:</strong></th>
<th>BMAN80292</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Advanced Finance Research Seminar 2</td>
</tr>
<tr>
<td><strong>Credit value:</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester:</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Course Coordinator contact details:</strong></td>
<td>Professor Ian Garrett (<a href="mailto:ian.garrett@manchester.ac.uk">ian.garrett@manchester.ac.uk</a>), AMBS 4.078, ext. 54958, office hours to be announced</td>
</tr>
<tr>
<td><strong>Other staff involved contact details:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Pre-requisites Co-requisites Dependent course units Restrictions</strong></td>
<td>This is a core course for the Accounting and Finance stream.</td>
</tr>
</tbody>
</table>

### Course unit overview

This course is a presentation-based course designed to get you used to presenting your work in front of your colleagues and peers. A key component of the PhD programme is presenting your research, not necessarily just in the annual review but at conferences as well. This course is designed to provide a foundation for this and to give you some experience of what can be a daunting prospect: standing up in front of your peers, talking about your research and answering questions about your research from the audience.

### Aims

- To become more confident in presenting and discussing your research
- To improve presentational skills

### Objectives (Learning outcomes)

On completion of this unit successful students will be able to:

- Understand how to present their research to a wider audience
- Understand the differences required in preparing slides for conferences, workshops and research seminars

### Syllabus content

This is a very flexible course that can fit around what is required in your other courses. Contact varies depending on how many take the course; in previous years the “mini-conferences”/presentation days have taken place over between two and four days. There will be two formal lecture-style sessions at the start of the course (they are a mix of lecture, workshop and tutorial); the presentations will take place roughly mid-way through the course and just prior to the AMBS Doctoral Conference.

### Methods of delivery

<table>
<thead>
<tr>
<th><strong>Lectures</strong></th>
<th>2 x 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seminar/Tutorial/Workshop/Lab Hours</strong></td>
<td>This is dependent upon the number of students on the course: more detail will be provided once course numbers are available.</td>
</tr>
</tbody>
</table>
To give you an idea of what is involved time-wise, the presentation sessions are organised as mini conferences which you will all attend and present at. In 2018/19 there were seven students on the course so the presentations were organised across four days in total. If there are fewer than seven, students, you can expect the sessions to be organised across two or three days in total; if there are more, you can expect the sessions to be organised across four or more days in total.

<table>
<thead>
<tr>
<th>Independent Study</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Study Hours</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

### Reading List

As the course is a presentation-based course and the presentations themselves are based on your research topics, there is no pre-reading, core text or core reading for the course. Reading for the course will be based on papers that are central to your research questions. Reading will therefore be advised as the course proceeds.

### Assessment

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two individual presentations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Presentation and discussion of a paper that is key to your research question.</td>
<td>Approximately 20 minutes</td>
<td>30%</td>
</tr>
<tr>
<td>A hybrid of your AMBS Doctoral Conference presentation and your Annual Review presentation.</td>
<td>Approximately 30 minutes</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Resits:** Repeat presentations.

### Feedback methods

Feedback will be given in the presentation sessions themselves. The feedback will focus on slide design, content of the presentation, presentation style and the like. More generally, I am happy to have individual meetings at any time throughout the course and after the sessions if there are any aspects of the presentations you would like to talk about in more detail that perhaps we did not have time to cover in the sessions.
Unit code: BMAN80312
Title: Advanced Corporate Finance
Credit value: 15
Semester: 2

Course Coordinator contact details: Stefan Petry
Room 5.021, AMBS
stefan.petry@manchester.ac.uk

Other staff involved contact details: Ning Gao, Viet Dang, Roberto Mura, Kostas Stathopoulos

Pre-requisites Co-requisites Dependent course units Restrictions

Course unit overview

Aims
The course aims at providing the appropriate instruments to pursue empirical research in Corporate Finance. In particular, it starts with a two days training session on STATA, followed by a number of lectures that will cover the following topics in Corporate Finance: capital structure, corporate governance and control, M&A, and risk-taking.

Objectives (Learning outcomes)
On completion of this unit successful students will be able to:

- Use STATA in its basic and more advanced features to conduct empirical analysis
- Understand the: - financing choices of firms with links to corporate finance and short-selling topics; - monitoring issues within companies (Corporate Governance and control topic); - payout and investment choices of firms (payout policy, M&A and risk-taking)

Syllabus content
The first part of the course is dedicated to build the basic/intermediate knowledge in STATA. In particular:

1. Introduction to STATA (Session leader: Prof. Roberto Mura, 2 6-hours sessions). Session I covers the following subjects: • Starting up • Creating and saving programs and output • Manipulating multiple datasets • “Looping” • Describing the data • Constructing variables • Repeated observations for the same company
   • Tests of means, medians, and correlation matrices • Graphs • The basic idea underlying linear regression • Single variable OLS • Correctly interpreting the coefficients
Session II covers the following subjects: • Multiple regression • Heteroskedasticity • Correlated errors • Multicollinearity • Panel data analysis: the basic idea; Linear regression, GMM

Please note that the STATA training is a compulsory part for those students enrolled in BMAN80312. Students not enrolled into this module can attend and participate to the training sessions anyway.

The second part of the module is dedicated to the discussion of three specific areas in Corporate Finance. The focus of these lectures will be mainly empirical. Each lecture will provide: - general introduction to a specific topic; - presentation and discussion of very recent empirical papers that are at the frontier of the literature in that specific area - when necessary (at the lecturer’s discretion), detailed discussion of some specific empirical techniques (i.e., event study methodology, dynamic panel data, etc etc) that may complement the STATA training sessions in the first part of the module.

Every lecture will be at least of 3 hours (no more than 5/6 hours, at the discretion of each lecturer).

In particular:

a. How firms raise finance resources:

2. Financial risk (Session leader: Dr. Stefan Petry) The session aims to provide a better understanding of (financial) risk and its proxies used in the empirical finance literature. The session starts with a brief review of the (theoretical) definition of financial risk. It then looks at various research areas that have made recent contributions in terms of methodology and/or by improving our understanding of what the risk proxies measure. It concludes with a discussion of potential directions for future research in these areas.

3. Capital Structure (Session leader: Prof. Viet Dang) The use of the agency costs and asymmetric information perspectives as main explanations of maturity choices will be analysed in this section. This session will be devoted to a brief discussion of the theoretical background and a more detailed presentation of the most and recent empirical papers in this area.

b. How firms are monitored in managing their resources:

4. Corporate Governance: (Session leader: Prof. Konstantinos Stathopoulos) This session provides an overview of the latest empirical evidence on Corporate Governance (CG). It summarizes the evidence on the role of the major CG mechanisms, internal and external, and presents current CG systems and practices together with potential future research areas. There will be an extensive discussion of a couple papers primarily focusing on conceptual and methodological issues.

c. How firms invest their resources:

5. Investment decisions and risk-taking (Session leader: Prof. Roberto Mura) This session aims at discussing in detail the most recent developments in the literature about risk-taking. First, it provides a general background about the literature on risktaking from companies. Then, it discusses the recent empirical development in this literature taking into account the international perspective, the link between risk-taking and economic growth and the link between risk-taking and portfolio diversification.
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6. M&A (Session leader: Dr. Ning Gao) This session will provide an introduction to research questions in the area of corporate merger and acquisitions (M&A), recent development in this area, and related empirical techniques. It will focus on two specific topics: performance of merging firms and the effects of cash in takeovers.

**Methods of delivery**

<table>
<thead>
<tr>
<th>Lectures</th>
<th>12 (Section I)+15(Section II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar/Tutorial/Workshop/Lab Hours</td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td>123</td>
</tr>
<tr>
<td>Total Study Hours</td>
<td>150</td>
</tr>
</tbody>
</table>

**Reading List**

**Pre-requisites**

BMAN71152 Corporate Finance or equivalent. Students are expected to be familiar with the fundamental theories on capital structure: Modigliani-Miller Theorem, Static Trade-off theory and Pecking Order theory. Relevant readings are Modigliani and Miller (1958, AER), Myers (1984, JF) and Myers and Majluf (1984, JFE).

Preliminary (provisional) reading for each topic:

1. **Financial risk**
   

2. **Capital Structure**

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3. Corporate Governance

4. Risk-taking

5. M&A
a. Performance of merging firms

b. The effects of cash in takeovers
Working paper.

c. Additional readings
Merger Waves

Agency, antitakeover and the market for corporate control


**Assessment**

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the focus of this module is mainly empirical, students will be required: - to replicate the results of existing empirical papers (or some parts of them) in a specific topic (conditional on the availability of data and/or complexity of the analysis) AND/OR - to critical discuss existing empirical papers (other than those presented during the class). Assessment will be via two term papers of 2,000 words each. Each term paper should include the relevant reference list (which is not taken into account in the words count). Suggested topics and reading will be set by the lecturers of the course, and assessed by them. All papers must be submitted by the 17th of April 2020 to Mark Falzon (<a href="mailto:mark.falzon@manchester.ac.uk">mark.falzon@manchester.ac.uk</a>). Each</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Feedback methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal advice and discussion will be provided during lectures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written comments will be provided on the term paper. These will be available either via Turnitin on Blackboard or from the Doctoral Programmes Office.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**PGR Course unit outline 2021/22**

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>BMAN80931</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Advanced Finance Theory</td>
</tr>
<tr>
<td>Credit value:</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester:</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Course Coordinator contact details:</td>
<td>Prof. Hening Liu, Room 4.080 AMBS West, <a href="mailto:Hening.Liu@manchester.ac.uk">Hening.Liu@manchester.ac.uk</a> Office hours: by appointment</td>
</tr>
<tr>
<td>Other staff involved contact details:</td>
<td>N/A</td>
</tr>
<tr>
<td>Pre-requisites Co-requisites Dependent course units Restrictions</td>
<td>Limited to PhD students with a finance major</td>
</tr>
</tbody>
</table>

**Course unit overview**

This is a PhD course in asset pricing theory. The course covers various aspects of equilibrium asset prices in dynamic economies. Topics to be covered include: 1) utility preferences, 2) mean-variance theory and the CAPM, 3) stochastic discount factor, 4) the Arrow-Debreu economy and state prices, 5) dynamic programming, 6) consumption-based asset pricing, and 7) production-based asset pricing.

**Aims**

The aims of this course are to introduce students to the main asset pricing theories that are fundamental to research development in finance and to provide an understanding of how asset pricing models are formally constructed.

**Objectives (Learning outcomes)**

On completion of this unit successful students will be able to have 1) an understanding of key elements in the mainstream asset pricing theories, 2) systematic knowledge in both implications of asset pricing models and empirical implementations.

**Syllabus content**

**Prerequisites**

Students are required to have working understanding in calculus, probability theory, stochastic processes and matrix algebra. Basic knowledge in stocks, bonds, and derivatives is required. Basic knowledge in stochastic calculus is helpful, but not required. Programming skills are a plus. You may refer to the following useful materials

**Topics**

1. Utility preferences
2. Mean-variance theory and the CAPM
3. Stochastic discount factor
4. General equilibrium and the Arrow-Debreu economy
5. Dynamic programming
6. Consumption-based asset pricing
7. Production-based asset pricing

<table>
<thead>
<tr>
<th>Methods of delivery</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>3 hours per week, 10 weeks</td>
</tr>
<tr>
<td>Seminar/Tutorial/Workshop/Lab Hours</td>
<td>N/A</td>
</tr>
<tr>
<td>Independent Study</td>
<td>120 hours</td>
</tr>
<tr>
<td>Total Study Hours</td>
<td>150 hours</td>
</tr>
</tbody>
</table>

**Reading List**

**Pre Reading:** Chapter 1-2 and Appendices, Munk, Claus, “Financial Asset Pricing Theory”, Oxford University Press 2013.
**Core Text:** Munk, Claus, “Financial Asset Pricing Theory”, Oxford University Press 2013.

**Assessment**

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem sets (including both qualitative and quantitative questions; computer programming will be required)</td>
<td>Submission deadline: 31st, January, 2022</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Feedback methods**

Detailed feedback (both formative and summative) on the coursework will be provided via Blackboard.
Business & Management
# Doctoral Programme Course Unit Outline 2021/22

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>BMAN 80921</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Research Process 1 (RP1) Literature Review</td>
</tr>
<tr>
<td>Credit value:</td>
<td>15</td>
</tr>
<tr>
<td>Semester:</td>
<td>1</td>
</tr>
<tr>
<td>Course Coordinator contact details:</td>
<td>Heiner Evanschitzky, <a href="mailto:heiner.evanschitzky@manchester.ac.uk">heiner.evanschitzky@manchester.ac.uk</a></td>
</tr>
</tbody>
</table>
| Other staff involved contact details: | Laszlo Czaban, Laszlo.czaban@manchester.ac.uk  
Miguel Martinez Lucio miguel.martinezlucio@manchester.ac.uk |

## Course unit overview

The course provides an introduction to the PhD process. Specifically, it focuses on developing a literature review with a view to setting-up your own research questions. Classes cover both practical and intellectual aspects of defining, analysing and reviewing the literature relevant for your thesis or dissertation.

## Aims

The overall goal of RP1 is for doctoral students to understand the scientific research process in order to help them define and develop their own research project in relation to the academic literature and the methodological requirements.

1. To acquire a foundational understanding of epistemology and philosophy of science
2. To provide an introduction to the academic research process
3. To identify meaningful and interesting research questions
4. To understand and appreciate different types of literature reviews
5. To understand the basic choice of research methodologies

## Objectives (Learning outcomes)

On completion of this unit successful students will be able to:

- Understand the epistemological underpinnings of research
- Understand the principles of selecting and formulating research topics
- Conduct different types of literature reviews
- Formulate a research gap on the basis of (systematic/specific) literature review(s)
- Appreciate the interdependencies between formulating research topics, research questions, research hypotheses and selecting research methodologies

## Syllabus content
The course is divided into five sessions and one Q&A surgery.

Session 1: The PhD research process: How to make a contribution
Session 2: Types of literature reviews: overview
Session 3: Towards qualitative and critical literature reviews
Session 4: Epistemology/philosophy of science
Session 5: Surgery Q&A session
Session 6: Student presentations (“mini conference”)

### Methods of delivery

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading</td>
<td>20</td>
</tr>
<tr>
<td>Workshops/lectures/surgery/conference</td>
<td>30</td>
</tr>
<tr>
<td>Independent Study</td>
<td>100</td>
</tr>
<tr>
<td>Total Study Hours</td>
<td>150</td>
</tr>
</tbody>
</table>

### Reading List

**Pre Reading:**
- Appendix: Overview of systematic literature reviews

**Core Text:**

**Supplementary Text:**

**Textbooks**
- Hair, J. et al. (various editions; various author teams): *Multivariate Data Analysis*, Prentice Hall.
- Miles, Matthew B., and A. Michael Huberman (1994): *Qualitative Data Analysis*, Sage
### Methods-Papers


### Applications


### Classics

The course is assessed by means of a piece of written literature analysis and review. Students can choose (in close coordination with their supervisor and the course tutor) which type of literature review they want to do. They are required to submit a 3,000-word literature review and a 15-minute presentation.

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>3,000 words</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50%</td>
</tr>
</tbody>
</table>

Resits: The same as the original assignment.

<table>
<thead>
<tr>
<th>Feedback methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written feedback on your literature review will be provided by your supervisor and the module leader. Verbal feedback will be provided during and after the presentation.</td>
</tr>
</tbody>
</table>

Feedback from students
In addition to the course unit evaluation questionnaire, students are encouraged to give feedback through emails and conversations at any time, and using the online questionnaire near the end of the semester.
APPENDIX

Overview of different types of systematic and critical literature reviews

‘Qualitative’/‘Traditional’ and ‘Critical’ Approaches to Literature Reviews

Bibliometric analysis

Framework and theory development reviews

Framework-based review

Hybrid-Narrative reviews
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Meta-analysis

Morphological analysis

Theme-based reviews

Theory-based reviews
Theory-Context-Characteristics-Methodology (TCCM)-based reviews


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Doctoral Programme
Course Unit Outline 2021/22

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>BMAN 80941</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Qualitative Research Methods in Practice</td>
</tr>
<tr>
<td>Credit value:</td>
<td>15 credit</td>
</tr>
<tr>
<td>Semester:</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Course Coordinator contact details:</td>
<td>Prof Anne McBride, <a href="mailto:a.mcbride@manchester.ac.uk">a.mcbride@manchester.ac.uk</a> Zoom office hours to be confirmed</td>
</tr>
<tr>
<td>Other staff involved contact details:</td>
<td>n/a</td>
</tr>
<tr>
<td>Pre-requisites Co-requisites Dependent course units Restrictions</td>
<td>None</td>
</tr>
</tbody>
</table>

Course unit overview
The course will introduce PGRs to qualitative research and some of the practicalities of collecting and analysing qualitative data. The content of the course will give students insights into the experience of doing qualitative research and will equip them to make more informed choices about whether and which qualitative methods are appropriate for their PhD research.

Aims
The aim of this course is to provide participants with a solid grounding in qualitative methods and analysis that can be developed in their PhD research and future careers.

Objectives (Learning outcomes)
On completion of this unit successful PGRs will be able to:
- reflect upon theoretical and practical issues that underpin the choice to undertake qualitative research
- evaluate if a qualitative approach is useful to address their PhD research questions and select appropriate qualitative methods
- identify the merits and weaknesses of different sampling methods in qualitative research
- plan and prepare for the practicalities of conducting qualitative methods
- differentiate between some of the main approaches to qualitative data analysis
- recognise the methodological and ethical dilemmas in qualitative research and formulate strategies to address these.

Syllabus content
The course will begin with an introduction to qualitative research. A range of qualitative methods will be discussed in detail: Qualitative research interviews; Observation and visual methods; Use of diaries; social media and documents. The course will also introduce methods to analyse qualitative data. An assignment workshop and guidance will be provided.
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Methods of delivery

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Pre-recorded asynchronous lectures for each topic, podcasts and identification of guided reading materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>1hr 50 minutes per week, including break and designated Q&amp;A session.</td>
</tr>
<tr>
<td>Independent Study</td>
<td>This will include pre-reading of materials; watching lecture videos; preparation for seminars; use of Discussion Board; writing reflective journal; completion of assessment.</td>
</tr>
<tr>
<td>Total Study Hours</td>
<td>150hrs in total during PhD – this is assumed to be inclusive of writing up of qualitative research methods for research proposal; end of year review(s); methodology chapter in PhD.</td>
</tr>
</tbody>
</table>

Reading List

Pre Reading: Your research proposal – what questions do you want to answer in this course that will support the development of your research plan and the execution of your doctorate?

Core Texts:


Supplementary Texts:


Plus guided reading for each topic of the course, available through Link2Lists Reading List.

Assessment

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course is assessed by one 2,500 word assignment.</td>
<td>2,500 words exclusive of reading list and appendices</td>
<td>100%</td>
</tr>
</tbody>
</table>

The assignment will require students to present a justification for using up to two of the qualitative methods in their own PhD research and an assessment of any limitations or ethical questions they might raise. This will require a discussion of the research question(s)/ area of interest; your methodological approach; identification of research participants and recruitment; and proposed method of analysis. It is intended that this work will contribute to work reviewed in the
mid-year and end-of-year review. It may also form the basis of the research design; ethics application, and future thesis chapter on methodology. It may also be a chance to try something out on paper - which may lead to a different approach being taken altogether.

Detailed guidance will be given on what this involves and its intended contribution to the PhD process.

All coursework submission will be through Blackboard

**Assignment to be submitted on Wednesday December 15, 2021 at noon.**

**Resits:** Resits are allowed if the exam board considers it appropriate to offer a resit assessment.

**Feedback methods**

Feedback for all assessed coursework and formative assessment must be returned within **15 working days** of the submission deadline. A working day is defined as Monday to Friday, not including bank holidays and excluding student vacation periods and University examination periods.

Students are encouraged to engage with the course leader about the content and execution of the course. Students are also invited to fill out the course evaluation questionnaire at the end of the course that is accessible on Blackboard.
Unit code: BMAN 80121
Title: Introduction to Quantitative Research Methods
Credit rating: 15
Semester: 1
Course coordinator contact details:
Dr. Masakatsu (Bob) Ono
Room 7.012 AMBS
Email: masakatsu.ono@manchester.ac.uk
Office hours: TBD
Other staff involved contact details:
Dr. Wing Lam
Email: wing.lam@manchester.ac.uk
Office hours: TBD
Pre-requisites: n/a
Co-requisites: n/a
Restrictions: This course is limited to AMBS Ph.D. students
Maximum number of students: n/a
Special notes: n/a

Aims

This unit aims to:

- Introduce students to quantitative research methods
- Provide an overall framework for the conduct of quantitative analyses
- Introduce students to basic statistical methods and hypothesis testing

Objectives (Learning outcomes)

On completion of this unit successful students will be able to:

- understand different types of variables and their implications for analyses
- understand the concepts and techniques of descriptive statistics
- understand the concepts and use the basic theory of probability
- conduct hypothesis testing
- analyse, interpret and extrapolate from data
the importance of statistics in organisational research
• Probability theory and central limit theorem (CLT)
• Sampling
• Descriptive statistics
• Null hypothesis significance testing (NHST)
• Confidence intervals
• Introduction to effect size and power
• t-tests and correlation
• Analysis of variance (ANOVA) and covariance (ANCOVA)
• Introduction to multiple regression analyses

Employability

Statistical skills are useful for problem-solving in many different organizational contexts. Ability in quantitative data analysis ensures that business problems can be analyzed and understood more in-depth. Through practice-based teaching and assessment that requires the application of statistics, students will learn foundational skills relevant to analyzing and modelling organizationally relevant phenomena. While this course does not provide you with the level of training required to describe yourself as a quantitative specialist, it certainly provides an in-depth introduction to basic quantitative methods. There are many jobs which you can apply for, which are not formally jobs in quantitative methods, but where such will provide you with a considerable advantage in the labour market.

Methods of Delivery

<table>
<thead>
<tr>
<th>Lectures</th>
<th>2 hours (asynchronous) per week for 6 weeks (12 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar/Tutorial/Workshop/Lab Hours</td>
<td>1 hour (synchronous or in-person) per week for 6 weeks (6 hours); In these contact hours, there will be substantial component of computing, so the students needs to be at home with a SPSS-equipped computer or in a computing lab on campus.</td>
</tr>
<tr>
<td>Private Study</td>
<td>72 hours</td>
</tr>
<tr>
<td>Total Study Hours</td>
<td>90 hours</td>
</tr>
</tbody>
</table>
Attendance

Attendance at all classes is compulsory and will be monitored.

Syllabus and Teaching Schedule

The relevant teaching materials for the sessions will be available on BlackBoard pages. We will also have synchronous interactive sessions for learning statistical software for each analytical technique (Tuesdays from 11:00 to 12:00).

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>November 9th</td>
<td>Introduction to Quantitative Research Methods, Measurements &amp; Sampling</td>
<td>MO</td>
</tr>
<tr>
<td>8</td>
<td>November 16th</td>
<td>Descriptive Statistics, Probability Theory &amp; SPSS Overview</td>
<td>MO</td>
</tr>
<tr>
<td>9</td>
<td>November 23rd</td>
<td>Null Hypothesis Significant Testing &amp; Simple Tests (t-test, correlation)</td>
<td>MO</td>
</tr>
<tr>
<td>10</td>
<td>November 30th</td>
<td>Analysis of Variance &amp; Covariance</td>
<td>WL</td>
</tr>
<tr>
<td>11</td>
<td>December 7th</td>
<td>Introduction to Regression</td>
<td>WL</td>
</tr>
<tr>
<td>12</td>
<td>December 14th</td>
<td>Revision Lecture</td>
<td>WL</td>
</tr>
</tbody>
</table>

Note. Week counts are based on the academic calendar.

Reading List

The following reading list is designed to offer you additional information on each topic area. It is not compulsory to read all of the material on this list, but it is suggested that you read a minimum of one general textbook chapter, and one general review paper for each topic.

Core Text:


Supplementary Text:

On SPSS


Multivariate Statistics


The book contains the chapters relevant to this course unit: multiple regression analyses and analyses of covariance.
Mediation & Moderation

APA REPORT STYLE

This is the definitive bible of how to write articles for all leading psychology journals. Although this manual is intended for psychologists, it is nevertheless the most comprehensive guide to writing journal articles for social science journals. Please note that individual journals often have their own house style, which must be followed.

Assessment

<table>
<thead>
<tr>
<th>Assessment activity</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coursework:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report based on analysis of provided data set using relevant quantitative techniques covered during the course unit. Full details of the coursework will be provided during the first lecture. The overall pass mark for the module is 60%.</td>
<td>Max 2,000 Words</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Submission Date:</strong></td>
<td>Tuesday 18th January by 3:00 pm</td>
<td></td>
</tr>
<tr>
<td><strong>Resits:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The resit assessment consists of an exam to be completed during the resit examination period.</td>
<td>2 hours</td>
<td></td>
</tr>
</tbody>
</table>

Marking Process

AMBS follows a fair, rigorous and transparent marking process for all summative assessments. The School’s grading scheme for PGT courses is presented below.

<table>
<thead>
<tr>
<th>Class</th>
<th>Descriptor (which reflects the highest possible mark attainable)</th>
<th>Possible Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>Your work is exceptional and of sufficient quality to be awarded an upper-range distinction mark. Your work is authoritative and amply demonstrates very advanced knowledge and a very advanced ability to integrate the full range of principles, theories, evidence and techniques. The clarity and originality of thought and the way that it is expressed is very impressive for this level of work.</td>
<td>100</td>
</tr>
<tr>
<td>Distinction</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Distinction</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Distinction</td>
<td>Your work is outstanding and of sufficient quality to be awarded a mid-range distinction mark. Your response to the question is insightful. You demonstrate a sophisticated understanding of this</td>
<td>88</td>
</tr>
<tr>
<td>Distinction</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Distinction</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Mark</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Distinction</td>
<td>Your work is <strong>excellent</strong> and of sufficient quality to be awarded a lower-range distinction mark. You demonstrate a detailed level of understanding of this topic. To improve future marks you should attempt to identify any weaker parts of your argument and/or its presentation, ensure you have addressed opposing viewpoints or evidence decisively, and consider extending the range and use of supporting resources even further.</td>
<td>78</td>
</tr>
<tr>
<td>Distinction</td>
<td>Your work is <strong>very good</strong> and of sufficient quality to be awarded a merit mark. Your work is sound and well-considered. To improve future marks you could integrate a wider range of sources and/or deepen your analysis. You may also need to develop weaker parts of your argument and/or its presentation, ensuring that you have identified and addressed key opposing viewpoints or evidence.</td>
<td>68</td>
</tr>
<tr>
<td>Distinction</td>
<td>Your work is <strong>good</strong> and of sufficient quality to be awarded a pass mark. Your work is competent and coherent. To improve future marks you could integrate a wider range of sources and should increase your level of critical appraisal and seek to demonstrate a more integrated understanding of the subject and possible opposing viewpoints in your analysis. You could also improve the presentation and structure of your work.</td>
<td>58</td>
</tr>
<tr>
<td>Compensatable Fail</td>
<td>Your work demonstrates <strong>insufficient</strong> knowledge and skills in the specific topic area and does not merit a pass mark. It shows a basic level of knowledge and understanding. To achieve a higher mark you need to make sure that all your points are coherent and fully supported with data or evidence from the literature. You also need to achieve greater analytical depth and take fuller account of opposing viewpoints or evidence in order to provide more substantial, comprehensive and nuanced support for your argument.</td>
<td>48</td>
</tr>
<tr>
<td>Compensatable Fail</td>
<td>Your work demonstrates <strong>insufficient</strong> knowledge and skills in the specific topic area and does not merit a pass mark. Your work demonstrates some awareness of the topic, although it is a frequently incoherent, or partial, response. To improve future marks you should improve your awareness of the appropriate principles, theories, evidence and techniques and engage more critically with them. You should present and structure your arguments better and make sure that they are substantiated. You should seek to undertake, or demonstrate that you have undertaken, independent work.</td>
<td>38</td>
</tr>
<tr>
<td>Compensatable Fail</td>
<td>Your work is <strong>inadequate</strong> and does not merit a pass mark. It demonstrates a confused or deficient awareness of the subject matter. To improve future marks you should improve your awareness of the appropriate principles, theories, evidence and</td>
<td>28</td>
</tr>
<tr>
<td>Fail</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Fail</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>
techniques and engage critically with them. You should present and structure your arguments and make sure that they are substantiated. You should seek to undertake, or demonstrate that you have undertaken, independent work.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>Your work is <strong>severely inadequate</strong> and does not merit a pass mark. Your work demonstrates a very deficient understanding of the topic. To improve future marks you should improve your awareness of the appropriate principles, theories, evidence and techniques and engage critically with them. You should present and structure your arguments and make sure that they are substantiated. You should seek to undertake, or demonstrate that you have undertaken, independent work.</td>
</tr>
<tr>
<td>Fail</td>
<td>Your work is <strong>profundly inadequate</strong> and does not merit a pass mark. Your representation or understanding of thinking in the discipline is highly deficient. To improve future marks you should seek to understand thinking in the discipline and engage critically with it. You should present and structure your arguments and make sure that they are substantiated. You should seek to undertake, or demonstrate that you have undertaken, independent work.</td>
</tr>
<tr>
<td>Fail</td>
<td></td>
</tr>
</tbody>
</table>

**Feedback**

Informal, formative feedback to students will be provided throughout the course by means of analytical demonstrations and general question and answer exercises during the lectures. If you wish to discuss progress, course content or any other relevant issues, contact the lecturers in person, by email or by telephone.

**Methods of Feedback from Students/Course Unit Survey**

Students are encouraged to give constructive feedback throughout the course directly to the course coordinator, Dr. Ono, or via the class student representatives to the Programme Committee. The course will be evaluated by means of an online feedback questionnaire completed by students on completion of the course.
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Doctoral Programme
Course Unit Outline 2021/22

Unit code: BMAN 80032
Title: Epistemology – the quest for causalities (and creating knowledge)
Credit value: 5
Semester: 2
Course Coordinator contact details:
Laszlo Czaban, 6.004 Laszlo.czaban@manchester.ac.uk
Appointment by arrangement, but highly flexible

Other staff involved contact details:
Pre-requisites Co-requisites Dependent course units Restrictions
Research Process 1

Course unit overview
This is a restructured version of the module that has been very successful for several years. The purpose of the restructuring is to accommodate the academic development of doctoral students better.

The goal of the module is to enhance the participants’ awareness of the epistemological problems in research in social science, in particular causalities, modelling, regression to the infinite, systemic analysis, etc.. The consequences of these to methodology and fallacies are thoroughly integrated. This is done through highly interactive sessions, centred around several papers in which epistemological issues are particularly important.

Building on the epistemology section of RP1, participants will be provided with the key frameworks related to the epistemological issues concerned, and these will be connected to concrete research problems that the students may encounter.

Aims
While participants will gain an understanding of the philosophy of social science, the key learning outcome is the ability of the participant to apply this understanding to his or her own research, as well as the ability to engage with other people’s academic work.

The module covers all the key issues in epistemology, the way in which epistemology influences research, conclusions and the formulation of theoretical frameworks. While all these aspects are covered in the course, in the available format it would be impossible to address them to the sufficient depth, thus a combination of highlighting issues, experiential learning and discussions are used.

The course discusses the key approaches to knowledge (rationalism, positivism, Marxism, critical realism, interpretivist approaches), their differences and similarities. Special attention is paid to the influence of personal (and social) values and beliefs to the formation of knowledge. This is followed by discussions about the epistemological basis of the key tools of research such as categories, relationships, causalities, and so on. This then raises the question of the existence of theoretical laws in social science.
The course then covers the relationship between such assumed laws (or causalities) and the phenomenon, and the description of this (in particular the relationship between the narratives and the evidence).

Systemic views of the phenomena, multidisciplinary approaches are commonly applied, but the epistemological implications are often skipped or even ignored. The course covers these implications to enable the participants to recognise the need of managing these through methodology and/or construction of a framework, thus the course also covers the relationship between methodology and epistemology.

Finally, the course discusses the epistemology of the presentation of the research or analysis – the need of simplification and the danger of it in creating knowledge. Throughout the course these issues will be discussed at the level of the individual, at the level of the institutional influences and at the level of social influences.

In the process of the sessions, other approaches in philosophy (ontology, ethics, social construction) will also be extensively referred to.

### Objectives (Learning outcomes)

Students will be able to:

- Understand the key epistemological problems and thoughts in social science
- Understand the effects of epistemology on the methodology that they would use in their own research.
- Apply the necessary corrective measures when epistemological issues influence the research outcomes (findings)
- Being able to interact with thoughts coming from different epistemological stances.

The group work element, in addition to creating a dynamics and a learning environment for philosophical questions, would also enable students to

- Structure their argument along the lines normally followed in keynote speeches and conference presentations
- Encourage students to be able to respond to questions and objections on the fly
- Provide skills of defending arguments while being inclusive of appropriate objections

### Syllabus content

**Workshop 1**

**Session 1: Laws in social science, do laws exist?**


**Session 2: Constructed history, the question of path dependency and the analysis of the phenomenon**

*Discussion reading*: Wallerstein, I: Does India exist? (uploaded to Blackboard)

**Session 3: Systemic views: trying to deal with the infinite in all directions: setting the boundaries of the research topic**

*Discussion reading*: Rosenkopf and Tushman: The Coevolution of Technology and Organization (uploaded to Blackboard)

**Workshop 2**

**Session 1: Society and individuals – the level of analysis (Part I)**

### Session 2: Functional analysis in social science – the level of analysis (Part II)


### Session 3: Reductionism versus simplification – Analysis versus presentation

**Discussion reading:** Optimisation and Evolution (uploaded to Blackboard)

#### Workshop 3:
**Reflections: Implications of epistemology to your own research**

#### Session structure:
In each session after a lecture of about 45-60 minutes, there will be group presentations (these can be formal (slides) or informal – ideally the style of a conference presentation) on the discussion reading (listed above). Each group present the same paper by answering the following questions:
- What is the problem that the paper tackles?
- How the logic is built to address the problem?
- What are the epistemological implications of the logic?
- What is the contribution to knowledge (if you were the reviewer, what would be your decision about the paper)?
- What implications it may have to (any of the) group members’ research?

Interruptions of the presentations are encouraged, providing that the interruption is a question and the intention is clarification and helping the presenting group.

The discussion is followed by a summary by the tutor.

#### Methods of delivery

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Lectures</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Seminar/Tutorial/Workshop/Lab Hours</strong></td>
<td>Two 6-hour workshops and one 3-hour workshop</td>
</tr>
<tr>
<td><strong>Independent Study</strong></td>
<td>135</td>
</tr>
<tr>
<td><strong>Total Study Hours</strong></td>
<td>150</td>
</tr>
</tbody>
</table>

#### Reading List

**Pre Reading:** Listed in the content section

**Selective reading:**

*The readings below contain the original articles and book chapters of today’s epistemological debates (as participants come from very different backgrounds, and with very different research interests, it would be unreasonable to provide discipline specific readings or to provide readings relevant to very specific methodological and epistemological issues). Such specific readings on current debates will be provided on the basis of requests and as a result of the discussions developing during the sessions. Also, some of the approaches changed their name over the time.*


Psychology, London Macmillan Press

Assessment

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is for those requiring unit credits (please make this clear to the tutor at the start of the elective)</td>
<td>15-20 minutes of each presentation</td>
<td>Each presentation represents 1/6th of the mark.</td>
</tr>
</tbody>
</table>

Assessment is built around 6 group presentations. Each group produces a 15-minute presentation on the discussion paper in the sessions (as specified in the content section) following the specified questions.

Both the content of the presentation and the involvement in discussions on the presentations of the other groups are parts of the assessment.

The purpose of the presentations is engagement rather than adjustment to perceived expectations.

As there is no requirement of using any presentation tool, there is no requirement of submitting any slides or notes.

The marking follows the reduced step marking scheme, thus primarily it evaluates the quality of the presentation and the engagement with the questions, and debates. There is an influence of relative performance as all the groups present all the discussion.
Alliance Manchester Business School

<table>
<thead>
<tr>
<th>Feedback methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>An initial formative feedback is provided right after the presentations (oral).</td>
</tr>
<tr>
<td>A formal formative feedback is provided after the last session in writing.</td>
</tr>
<tr>
<td>Depending on the development of the discussion during the session, there will be a summary provided of the key points of the discussion, the current understanding in the current literature, and the relevance to the presentations. These will be uploaded to BB within three days after the session at a length of about 1000-1500 words.</td>
</tr>
<tr>
<td>Apart from the course unit survey, the last session (half a day workshop) is dedicated to the students’ reflections on the implications of the content of the course to their own research project. This inevitably (based on the experience of the last four years) includes discussion about the design and content of the course. These are accounted for when modifying, developing the course.</td>
</tr>
<tr>
<td>Students can ask for face-to-face meeting to discuss satisfaction with the course, special needs,</td>
</tr>
</tbody>
</table>

- Alliance Manchester Business School papers and as all students are encouraged to engage with the presentations of other groups.

- The students will receive a detailed explanation of the mark of each of their presentations. The final mark is an average of these marks.

- Students who are dissatisfied with their mark are given the opportunity of submitting a 2,000-word assignment on evaluating a published paper structured along the following questions:
  - What is the problem that the paper tackles?
  - How the logic is built to address the problem?
  - What are the epistemological implications of the logic?

- What is the contribution to knowledge (if you were the reviewer, what would be your decision about the paper)?

**Resits:**

- a 2,000-word assignment on evaluating a published paper structured along the following questions:
  - What is the problem that the paper tackles?
  - How the logic is built to address the problem?
  - What are the epistemological implications of the logic?

- What is the contribution to knowledge (if you were the reviewer, what would be your decision about the paper)?
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relevance to their own project, and can request inclusion of some very specific topics (it has been utilised by some students every year).
**Unit code:** BMAN80022  
**Title:** Case Study Research: Method and Methodology  
**Credit value:** 5  
**Semester:** 2  
**Course Coordinator contact details:**  
Prof Robert W Scapens: Robert.scapens@manchester.ac.uk  
**Other staff involved contact details:**  
**Pre-requisites**  
None

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**Course unit overview**

The course will explore the use of case studies from diverse methodological positions – reflecting different ontological and epistemological assumptions. Case study methods and methodology will be discussed in lectures and some existing case study research papers will be discussed and critiqued by participant groups.

**Aims**

Case studies are increasingly being used in many areas of business and management research, and it is widely recognised that case research can be powerful in developing, modifying and extending theory in both exploratory and explanatory research designs. However, there can be misunderstanding of the methodological underpinnings of research using case studies. Different methodological perspectives can use case studies in quite different ways. For example, the role of case studies in positive research is quite different to their use by interpretive researchers.

This course focuses on the methodological underpinnings of case study research and the roles of case studies in different methodological traditions within the diverse fields of business and management. Examples will be provided of both positive and interpretive case studies. Categorisations of different methodological bases of case studies will be discussed, and the use of theory in case study research will be explored. In addition, the course will cover the characteristics of good case research design and ways of constructing ‘convincing’ case studies.

**Objectives (Learning outcomes)**

On completion of this unit successful students will be able to:

- Understand how case study research methods are used within different methodologies.
- Understand the different uses of case studies in different areas of business and management research.
- Design and analyse case studies.
- Critique existing case study research papers.

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**Syllabus content**
### Alliance Manchester Business School

- The diverse uses of case studies in different research methodologies
- What is meant by ‘case study’ and ‘case study research’ and when it is an appropriate choice of research design – what are the implications of choosing a case study design?
- Examining different uses of case studies in business and management research, and critiquing case study research designs.
- Issues of validity, reliability and generalization.
- Practical issues of case study research for doctoral projects.
- Weaknesses in case study design.
- Critiquing existing case research papers.

### Methods of delivery

<table>
<thead>
<tr>
<th>Lectures/Seminars</th>
<th>6 contact hours - 2 sessions of 3 hours each.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Study</td>
<td>94</td>
</tr>
<tr>
<td>Total Study Hours</td>
<td>100</td>
</tr>
</tbody>
</table>

### Reading List

**Pre Reading:**
The following two papers, which will be discussed during the lectures, must be read before the course:

Other pre-reading will be advised about one month before the course.

The following readings provide additional background – other readings will be provided during the course:

Core Text: TBA

Supplementary Text: TBA

A full reading list will be distributed at the start of the course.

### Assessment

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is for those requiring unit credits (please make this clear to the tutor at the start of the elective)</td>
<td>1500 word</td>
<td>100%</td>
</tr>
</tbody>
</table>

Select any published research paper in your area that uses case study research methods and critically evaluate the way in which the case study is used in the paper.

Resits: resubmission of assignment.

### Feedback methods
Feedback on the optional assessment will be provided in the form of comments on the critique of the selected paper.

Feedback from students
There will be a course unit survey on BlackBoard, however participants are encouraged to provide feedback directly to Prof Scapens.
## Doctoral Programme Course Unit Outline 2021/22

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>BMAN 80062</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Comparative Case analysis</td>
</tr>
<tr>
<td>Credit rating:</td>
<td>5</td>
</tr>
<tr>
<td>Semester:</td>
<td>2</td>
</tr>
<tr>
<td>Course Coordinator contact details:</td>
<td>Dr Laszlo Czaban, AMBS, Room 6.004, <a href="mailto:laszlo.czaban@manchester.ac.uk">laszlo.czaban@manchester.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Please arrange a meeting if you need one</td>
</tr>
<tr>
<td>Other staff involved contact details:</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisites:</td>
<td>None</td>
</tr>
<tr>
<td>Restrictions:</td>
<td>None. This course can also be taken for audit purposes only.</td>
</tr>
<tr>
<td>Maximum number of students:</td>
<td>None</td>
</tr>
<tr>
<td>Special Notes:</td>
<td>Attendance for students unregistered to the course is possible after discussing it with the course co-ordinator.</td>
</tr>
</tbody>
</table>

### Aims & Objectives (Learning outcomes)

Students will be able to:

- Understand the use of truth tables in CCA
- Understand the use of fuzzy sets in CCA
- Understand the evolution of CCA
- Position the methodology the context of qualitative and quantitative methodologies
- Understand the limitations (theoretical, methodological and epistemological) of this methodology
- Apply the concepts and methodologies for their own research even if CCA is not directly applied.
The first part of the workshop opens with the problem of inferential reasoning and the consequences of this problem to methodology (both qualitative and quantitative methodologies). It discusses the attempts to overcome the problem in different approaches, and how CCA can be positioned in this context.

Following from this it, the workshop will discuss the technical elements of the methodology (truth tables and Boolean statistics) and how it is related to create a qualitative version of statistical analysis for phenomena where there are many inter-related variables, and a limited number of outcomes, and a limited number of cases.

It covers the introduction of the fuzzy sets in CCA as a solution to the problems with binominal approaches, and also highlights the limitations of this approach.

The final part utilises a published article that will be used for a class discussion on the implications of utilising the methodology for a complex phenomenon, and draw general conclusions from this.

**Employability**

The ability of understanding and utilising truth tables, and comparative case analysis should help the students in:

- Engaging with various theoretical frameworks and studies
- Combine qualitative and quantitative methodologies while being aware of the epistemological issues
- Having a heightened awareness of different approaches to fields related or unrelated to the student’s direct research interest.

**Methods of delivery**

<table>
<thead>
<tr>
<th>Lectures</th>
<th>One 5-hour workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar/Tutorial/Workshop/Lab Hours</td>
<td></td>
</tr>
<tr>
<td>Private Study</td>
<td></td>
</tr>
<tr>
<td>Directed Reading</td>
<td></td>
</tr>
<tr>
<td>Total Study Hours</td>
<td></td>
</tr>
</tbody>
</table>

**Attendance**

Attendance is not monitored, auditing students are welcome.

**Syllabus and Teaching Schedule**

The schedule is detailed in the Content section.
Reading List


Further reading will be provided during the session (depending on the specialisation and interests of the participants). There will also be a discussion article that utilises CCA and the students are expected to read it before the workshop.

Assessment

Assessment is for those requiring unit credits (please make this clear to the tutor at the start of the elective)

If any student requires credit for the workshop, he or she would have to write a 1,500 assignment on evaluating a published article that uses CCA. The assignment should be structured by the following questions:

1) What is the problem that the article attempts to solve?
2) What is the logic that the arguments follow?
3) How it is justified by the methodology?
4) Does the methodology raise questions that are not addressed in the article?
5) If you were the editor, would you publish the article (does it contribute to knowledge)?

The assignment is due on the 10th June 2021.

Marking Process

The marking of any assignment would follow the reduced step marking process with sufficient formative feedback provided.

Feedback

Feedback to the assignment would be provided within 15 working days.

Prior to submission students may set up a meeting with the course co-ordinator to discuss the progression in the analysis.

<table>
<thead>
<tr>
<th>Date coursework feedback will be returned</th>
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</thead>
<tbody>
<tr>
<td>10th of June, 2022</td>
</tr>
</tbody>
</table>

Methods of Feedback from Students/Course Unit Survey
Alliance Manchester Business School
Apart from the survey, students are given opportunities to discuss the theoretical or practical issues emerging from the workshop and/or the organisation of the workshop.
PGR Course unit outline 2020/21

Unit code: BMAN80432
Title: Reviewing and Evaluating Manuscripts
Credit value: 5
Semester: 2

Course Coordinator contact details:
Dr. Dimitrija Kalanoski,
dimitrija.kalanoski@manchester.ac.uk
Office hours (by arrangement via email)

Other staff involved contact details:
Dr N. Nuruzzaman
n.nuruzzaman@rutgers.edu
Office hours (by arrangement via email)

Pre-requisites Co-requisites Dependent course units Restrictions
Elective

Course unit overview

The course follows a workshop format where students are firstly introduced to a range of issues regarding manuscript reviewing and evaluations, and then are encouraged to apply this on a set of real examples. For these we will use examples of successful/unsuccessful manuscripts and reviews from top-tier journals.

Aims

- To introduce students to the topics of peer-reviewing, manuscript evaluation, scholarly feedback, and mentoring.
- To sharpen skills of critical reading and analysis of scholarly writings, in relation to their own doctoral work, that of peers and academic articles more generally.
- To develop within students an appreciation of the merits of (peer-review) feedback and how to constructively utilise this as an aid to make a scholarly contribution.

Objectives (Learning outcomes)

On completion of this unit successful students will be able to:
- Demonstrate an awareness and an understanding of the elements involving scholarly manuscript reviews and manuscript evaluation for management researchers.
- Assess and improve their own work and that of peers through the lens of generic evaluation criteria.
- Identify a “contribution” and how to provide constructive feedback and input for quality improvements thereof.

Syllabus content

This unit will select aspects of the art and science of reviewing, an essential albeit sometimes possibly flawed element in the production of knowledge. Topics include:
- Reviewing as a vital professional service, when to review and when not to review?
- Fundamentals and practice of reviewing, fairness and other key criteria.
Reviewing (your own/someone’s) PhD, for conferences, for academic journals.

Providing constructive and workable feedback.

<table>
<thead>
<tr>
<th>Methods of delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seminar/Tutorial/Workshop/Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Study</td>
</tr>
<tr>
<td>Total Study Hours</td>
</tr>
</tbody>
</table>

Reading List

Pre Reading:

Further reading (selection):
- Books: Baruch, Sullivan, and Schepmyer (2006); Clark, Wright, and Ketchen (2017); Campion (1993); Carpenter (2009); Clark, Floyd, and Wright (2006); Kilduff (2007).

Assessment

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of a journal article</td>
<td>4 to 10 pages each, depending on the nature of the manuscript.</td>
<td>100%</td>
</tr>
</tbody>
</table>

This is an elective course, the assignment is an integral part of the learning objectives of this course, rather than an assessment mechanism that results in credits. There is no point in attending this course by simply “sitting in”. If you wish to sharpen your skills in critically reviewing your own work, or the work of peers, the assignments are a crucially important step towards this goal. You will be provided with numerical feedback scores on the tasks.

The reviewing assignment of a journal article and a draft PhD manuscript from a peer are an individual task.
**Resits:**
Reviewing assignment of a journal article.

**Assessment deadline:** TBC (approx. 4 weeks after last course session).

### Feedback methods

1.1 *Feedback to students*
There will be feedback on any oral and written assignment (formative or summative) completed by students.

1.2 *Feedback from students*
Students are offered the opportunity to provide written feedback and oral feedback on the course unit by contacting staff involved during office hours or via email.

1.3 *Course unit survey*
At the end of the course unit each student will be asked to complete a short questionnaire that will be used to gather feedback on teaching quality and general organization of the course.

**Date coursework feedback will be returned** – 1 May 2022
### PGR Course unit outline 2020/21

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>BMAN80502</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Structural Equation Modelling</td>
</tr>
<tr>
<td>Credit value:</td>
<td>5</td>
</tr>
<tr>
<td>Semester:</td>
<td>2</td>
</tr>
<tr>
<td>Course Coordinator contact details:</td>
<td>Prof. Paul Irwing, Room 7.005, Tel. 0161-8323872/63419, Email: <a href="mailto:paul.irwing@manchester.ac.uk">paul.irwing@manchester.ac.uk</a></td>
</tr>
<tr>
<td>Other staff involved contact details:</td>
<td>N/A</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Students on this course must also have completed the prior courses on factor analysis and multiple regression or equivalent. To ensure that previous courses have covered equivalent material this should be discussed with the course tutor</td>
</tr>
<tr>
<td>Dependent course units</td>
<td>Introduction to Hierarchical Linear Modelling with HLM</td>
</tr>
</tbody>
</table>

#### Course unit overview

Confirmatory factor and structural models arguably form the strongest currently available basis for all advanced multivariate analyses, including for example multi-level models and longitudinal data analysis. This course will provide a basic introduction to both types of model.

#### Aims

Most quantitative studies in business involve the measurement of multiple latent variables at either one or multiple points in time. Currently, the most widely accepted analyses of such data depend on structural equation models of various types, the most basic of which are confirmatory factor models and path models. This course will introduce students to such models and provide them with the practical skills to analyse such models in Mplus.

#### Objectives (Learning outcomes)

On completion of this unit successful students will be able to:

- Understand the basic principles of structural equation modelling
- Carry out a confirmatory factor analysis
- Test simple path models
- Acquire a basic mastery of SEM as implemented in Mplus
- Apply these basic principles to publishable data sets
- Know how to report SEM analyses in journal style

#### Syllabus content

- Sample and model implied covariance matrices
- Classical test theory
- Confirmatory factor analysis and the concept of latent variables
- Path models
- Fit statistics and cut-off criteria
- Strategies for testing and fitting models.
- Estimators.
- Identification.
- Mplus code.
### Methods of delivery

<table>
<thead>
<tr>
<th>Lectures</th>
<th>6 hours. The course will be delivered over two consecutive days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar/Tutorial/Workshop/Lab Hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>Independent Study</td>
<td>38 hours</td>
</tr>
<tr>
<td><strong>Total Study Hours</strong></td>
<td><strong>50 hours</strong></td>
</tr>
</tbody>
</table>

### Reading List


**Core Texts:**

**Basic Introduction**


**Supplementary Texts:**

**Underlying theory - Introductory**


**SEM using Mplus**


**Underlying theory – Advanced**

Alliance Manchester Business School

Selected References

Analysis strategies


Estimation


Fit


Parcelling


Item level factor analysis


Supplementary Text: to indicate any supplementary readings for the course

Assessment

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>This will comprise a write up of the class exercises in the form of a journal article.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Assessment is for those requiring unit credits (please make this clear to the tutor at the start of the elective)

**Coursework**
PGRs may take this elective as a stand-alone assessed 5 credit module providing they have completed the equivalent pre-requisites. In this case they will complete a 1500 word assignment based on SEM. If this elective is taken alongside EFA the combined assignment should be 2,500 words in length for 10 credits. If the three electives are taken together then the 15 credit assignment length will be 3000 words.

| 1,500, 2,500 or 3,000 words (see opposite) | 100% |

### Feedback methods

PGRs are encouraged to express any constructive comments or to seek help and advice from the individual lecturers involved. At the end of the semester there will be the opportunity to give feedback on the course by means of a feedback questionnaire. In addition there will be a group presentation in which both PGRs and staff will provide constructive feedback. For the coursework, there is a standard template which specifies the exact criteria used to assess the coursework. At the end of the course an exemplary piece of coursework will be posted on Blackboard.
## Alliance Manchester Business School

### PGR Course unit outline 2020/21

<table>
<thead>
<tr>
<th>Unit code:</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Multiple Regression</td>
</tr>
<tr>
<td>Credit value:</td>
<td>5</td>
</tr>
<tr>
<td>Semester:</td>
<td>2</td>
</tr>
<tr>
<td>Course Coordinator</td>
<td>Prof. Paul Irwing, Room 7.005, Tel. 0161-8323872/63419, Email: <a href="mailto:paul.irwing@manchester.ac.uk">paul.irwing@manchester.ac.uk</a></td>
</tr>
<tr>
<td>Other staff involved</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Pre-requisites
- Students on this course must also have completed the prior course on factor analysis or its equivalent. To ensure that previous courses have covered equivalent material this should be discussed with the course tutor
- Structural Equation Modelling, Introduction to Hierarchical Linear Modelling (HLM)

### Course unit overview
Multiple regression arguably forms basis for all advanced multivariate analyses, including for example structural equation models, multi-level models and longitudinal data analysis. This course will provide a basic introduction simple and multiple regression, including hierarchical, stepwise, moderator and mediation models.

### Aims
Most quantitative studies in business involve the simultaneous measurement of a large number of random variables, either at one or at multiple points in time. This course is intended to provide students with a grounding in the statistical techniques in order to validly analyze data sets of this type. The emphasis is on the development of the practical skills required to carry out such analyses using SPSS software.

### Objectives (Learning outcomes)
**On completion of this unit successful students will be able to:**
- Understand the basic principles of multiple regression
- Analyze a variety of different regression models
- Practically apply this knowledge to real problems as exemplified by publishable data sets
- Acquire a basic mastery of regression as implemented in SPSS
- Know how to write up these analyses in journal form

### Syllabus content
- Basic principles of simple regression
- Assumptions of multiple regression
- Multiple R, R², Beta coefficients, associated F- and t-tests
- The application of multiple regression to simple path models
- Testing of mediator models
- Testing of moderator models
- Applied regression analysis using SPSS
- Interpretation and examples of how to report regression results
### Methods of delivery

<table>
<thead>
<tr>
<th>Method</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
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<tr>
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<tr>
<td>Independent Study</td>
<td>38 hours</td>
</tr>
<tr>
<td><strong>Total Study Hours</strong></td>
<td>50 hours</td>
</tr>
</tbody>
</table>

### Reading List


**Core Texts:**


**Supplementary Texts:**

*SPSS*


**Advanced**


**Mediation and Moderation**


### Assessment
### Mode of Assessment

<table>
<thead>
<tr>
<th>Description</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>This will comprise a write up of the class exercises in the form of a journal article.</td>
<td></td>
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<tr>
<td><strong>Assessment is for those requiring unit credits (please make this clear to the tutor at the start of the elective)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coursework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PGRs may take this elective as a stand-alone assessed 5 credit module providing they have completed the equivalent pre-requisites. In which case they will complete a 1500 word assignment based on multiple regression. If this elective is taken alongside EFA the combined assignment should be 2,500 words for 10 credits. If the three electives are taken together then PGRs should see the SEM outline for the 15 credit guidance.</td>
<td>1,500 words or 2,500 words</td>
<td>100% 100%</td>
</tr>
</tbody>
</table>

### Feedback methods

PGRs are encouraged to express any constructive comments or to seek help and advice from the individual lecturers involved. At the end of the semester there will be the opportunity to give feedback on the course by means of a feedback questionnaire. In addition there will be a group presentation in which both PGRs and staff will provide constructive feedback. For the coursework, there is a standard template which specifies the exact criteria used to assess the coursework. At the end of the course an exemplary piece of coursework will be posted on Blackboard.
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Doctoral Programme
Course unit outline 2020/21

Unit code: BMAN88152
Title: Exploratory Factor Analysis
Credit value: 5
Semester: 2

Course Coordinator contact details: Prof. Paul Irwing, Room 7.005, Tel. 0161-8323872/63419, Email: paul.irwing@manchester.ac.uk
Other staff involved contact details: N/A

Pre-requisites: Students on this course must also have completed the prior course on introduction to quantitative methods or the equivalent. Multiple Regression, Structural Equation Modelling, Introduction to Hierarchical Linear Modelling with HLM

Course unit overview
Any empirical study is no stronger than the measures it uses. The science of developing valid measures, often denoted psychometrics, is heavily dependent on factor analysis. This course will teach both the theory and application of factor analysis to real life data sets.

Aims
Quantitative studies in business are never better than the quality of measures used to gather data. Commonly, many such studies involve the use of scales composed of multiple components, very often in the form of questionnaire items. Exploratory factor analysis is a key technique used in the development of valid scales. This course is intended to provide students with a grounding in the statistical techniques used in scale development. The emphasis is on the development of the practical skills required to carry out such analyses using SPSS software.

Objectives (Learning outcomes)
On completion of this unit successful students will be able to:
- conduct factor analyses;
- understand the principles of estimation
- apply these analytic methods to publishable data sets
- know how to report quantitative analyses in journal style
- interpret arguments based on factor models
- think critically, analytically and synthetically about research data
- analyze, interpret and extrapolate from data
- Know how to write up these analyses in journal form

Syllabus content
- Exploratory factor analysis
- Estimation methods including principal components and maximum likelihood,
- Rotation: orthogonal and oblique methods,
- Determining the number of factors: Kaiser criterion, Scree test and parallel analysis

Methods of delivery
## Lectures
6 hours. The course will be delivered over two consecutive days.

## Seminar/Tutorial/Workshop/Lab Hours
6 hours

## Independent Study
38 hours

## Total Study Hours
50 hours

### Reading List

#### Pre Reading:

#### Core Texts:

#### Supplementary Texts:

##### SPSS

#### Factor Analysis In Test Development


Although this chapter’s focus is not factor analysis per se, you will probably find this the most useful read of all to understand the course material as a whole.

#### Introduction


#### General Review Articles


### Specific Factor Analysis Books


### Specific Issues in EFA

#### Rotation


#### Number of Factors Problem


### PCA vs Common Factor Model


### Sample Size


### Computing Factor Scores


### Theoretical Application Article

...
**Assessment**

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
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</tr>
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<td></td>
</tr>
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<td><strong>Assessment is for those requiring unit credits (please make this clear to the tutor at the start of the elective)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coursework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PGRs may take this elective as a stand-alone assessed 5 credit module. In which case they will complete a 1500 word assignment based on EFA. If this elective is taken alongside multiple regression then please see that outline for guidance on the 10 credit assessment. If the three electives are taken together then PGRs should see the SEM outline for the 15 credit guidance.</td>
<td>1,500 words</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Feedback methods**

PGRs are encouraged to express any constructive comments or to seek help and advice from the individual lecturers involved. At the end of the semester there will be the opportunity to give feedback on the course by means of a feedback questionnaire. In addition there will be a group presentation in which both PGRs and staff will provide constructive feedback. For the coursework, there is a standard template which specifies the exact criteria used to assess the coursework. At the end of the course an exemplary piece of coursework will be posted on Blackboard.
Unit code: BMANXXX
Title: Navigating the publication process
Credit value: 5 credits
Semester: Semester 2
Course Coordinator contact details: Anders.Gustafsson@bi.no
Other staff involved contact details: N/A
Pre-requisites Co-requisites Dependent course units Restrictions N/A

Course unit overview

The goal of the course is to help create an understanding on how to navigate a paper from submission to publication in social science. The workshops will support PGRs in identifying and attending to common mistakes throughout the process. The course is designed around the particular needs of PGRs who have limited knowledge regarding academic publishing.

Aims

Getting to know the fundamentals of publishing papers in a peer-review journal in social sciences.

Objectives (Learning outcomes)

On completion of this unit successful students will be able to:

- Understand how to structure a paper and how to communicate with editors, area editors, and reviewers in order to maximize the chances of navigating through a publication process. This includes knowledge and some skills of
  - Selecting the right journal
  - Knowledge regarding specifics of the review process
  - How to communicate with editors and reviewers
  - How a typical paper is structured and why

Syllabus content

General information of a publication process
What goes where and why in a paper targeting a journal in social sciences
Do’s and don’ts when communicating with editors/reviewers
Writing reviewer comments

Methods of delivery

| Lectures | 3 hours per week over 3 weeks |
| Seminar/Tutorial/Workshop/Lab Hours | 9 hours |
| Independent Study | 41 hours |
Comment [EB]: I am wondering whether you would plan to set the submission date for this at a point where you could give feedback prior to the submission date of the second task. This would provide a way to demonstrate means for this provide some formative role for the second part of the assignment. [see suggested wording in next section]

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<table>
<thead>
<tr>
<th>Total Study Hours</th>
<th>50 hours</th>
</tr>
</thead>
</table>

**Reading List**


**Core Text:**


**Assessment**

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflections on how select a journal in the participant’s on field. <strong>Submission deadline:</strong></td>
<td>500 words</td>
<td>30%</td>
</tr>
<tr>
<td>2. Outline and reflections on a skeleton of a paper (what goes where and why). <strong>Submission deadline:</strong></td>
<td>1000 words</td>
<td>70%</td>
</tr>
</tbody>
</table>

Submission will be via Blackboard/Turnitin.

N.B. It is important that this should match the existing information that has been published to students in your course outline.

Include all coursework; examination; presentations, tests etc which are included in your assessment.

For examinations: Indicate when the course is being examined, i.e. at the end of the 1st semester, 2nd semester or both.

For coursework: All coursework submission should be through Blackboard/Turnitin and not by other means (e.g. asking students to provide a usb stick etc.). In line with Faculty policy a deadline should be set between...
10.00am and 3.00pm Monday – Friday only.

Give clear and exact deadline dates for submission of coursework.

Indicate any formative assessment, as appropriate.

**Resits:**
For resit purposes students will be able to resubmit the course work building on the feedback they received. The mark for resubmissions will be capped at 60%.

**Feedback methods**
In addition to feedback being provided by peers and the course convenor within the workshop sessions, the assessment task is divided into two so that PGRs will receive feedback from part 1 prior to the submission of part 2, given the second task builds on the first.

Or could say something like: *Formative feedback will be provided by peers and the course convenor in preparation for each task within the workshop itself, with PGRs provided with the opportunity to plan and discuss their ideas.*

PGRs will receive a link for a course unit evaluation questionnaire after the completion of the course. In addition PGRs are encouraged to provide feedback through emails and conversations at any time.

Provide details of how, and in what form, feedback will be provided on your course unit (both formative and summative) and the timescale for doing this. Please note that you have already provided details of this within your course outline. As highlighted in the University policy on feedback, an opportunity for formative feedback must exist in all course units.

**Feedback from students**
In addition to the course unit evaluation questionnaire, students are encouraged to give feedback through emails and conversations at any time, and using the online questionnaire near the end of the semester.
Roughly what I want to do

The goal of the course is to help create an understanding on how to navigate a paper from submission to publication in social science. The plan is also to point towards common mistakes throughout the process. The course is designed to target fresh/new scholars that has limited knowledge in publishing.

Lecture 1
- The competitive landscape of publishing
- The overall process of publishing
  - Regular issue vs special issues
  - What is the “best journal” in your field
  - What to publish
  - The importance of selecting the right journal and how do you know that you have
  - How do you get passed the first gate (getting sent out for review)
  - The importance of a letter to the editor
  - Suggesting reviewers

- Task; Describe the journal landscape in your field.
  - What are the best journals and what are their profile(s)
  - How do you come to the conclusion that these are the best journals
  - What does the complete map of journals look like
  - What are other potential target journals for your area

Lecture 2
- The review process
- The review process from an editorial perspective - What is an editor looking for and why
- The review process from an author’s perspective – what is the editor trying to tell you
- The review process form the reviewer’s perspective
- What happens in the first round of decision, the first R&R, second R&R, third R&R

Task, to the next session read a review and be prepared to discuss

Lecture 3
- The importance and purpose of each component of a paper
  - Abstract
  - Introduction
  - Literature review (the JAMS table approach)
  - Theory (what is it really?)
  - Method (qualitative and quantitative)
  - Analysis
  - Theoretical implications
  - Managerial implications

Task; Do a skeleton of a paper on something you are working on alternatively want to work on. Describe briefly the content (related to your research) in each heading mentioned below (do insert an abstract of the research).

This should include
  - Abstract
Alliance Manchester Business School

- Introduction
- Literature review
- Theory
  - Method
  - Analysis
- Theoretical implications
- Managerial implications
Science, Technology & Innovation Policy
### PGR Course unit outline 2021/22

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>BMAN 80810</th>
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</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Advanced Topics in Science, Technology and Innovation Policy</td>
</tr>
<tr>
<td>Credit value:</td>
<td>15</td>
</tr>
<tr>
<td>Semester:</td>
<td>Semester 1 and Semester 2 (both)</td>
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</table>
| Course Coordinator contact details: | Kieron Flanagan  
AMBS 8.014, x5-0920; Email: kieron.flanagan@manchester.ac.uk  
Office Hours: by appointment |
|                       | Cornelia Lawson  
AMBS 8.022; x5-7253; Email: cornelia.lawson@manchester.ac.uk  
Office Hours: by appointment |
| Other staff involved contact details: | N/A |
| Pre-requisites Co-requisites Dependent course units Restrictions | None |

**Course unit overview**

Introduces and explores advanced topics in science, technology and innovation policy

**Aims**

This module introduces and explores advanced topics in science, technology and innovation policy. The module is targeted to post-graduate students with research interests related to science, technology, and innovation policy.

**Objectives (Learning outcomes)**

On completion of this unit successful students will:

- Enhance their understanding of key and emerging topics in science, technology and innovation policy
- Become conversant with current and classical literature sources on these topics.
- Understand the conceptual underpinnings, and contrasting perspectives, that influence debates on these topics.
- Realise the interlinked role of theories and systems in framing science, technology and innovation policies.

The module will strengthen key skills in analysing scholarly and policy materials, critiquing research designs and literature, and formulating and presenting independent perspectives.

**Syllabus content**

The module engages researchers in science, technology and innovation policy; domains of science, technology and innovation policy are examined; with attention to the evolution of theory and literature and relationships with policy from an interdisciplinary perspective.
The seminars will each focus on a particular topic in science, technology, and innovation policy, with prior targeted reading, and with review and discussion. Key authors and experts will be invited to present at these seminars. Examples of topics to be discussed include: The aims of science policy; technology, sustainability, and inclusive development; assessing innovation policy impacts; the new revolution in production; and policies for emerging technologies. Individual readings will be assigned ahead of each course session, with the expectation that students will have read and be prepared to discuss these readings.

In addition to the seminars, individual tutorial meetings will be arranged with each registered student in each semester to discuss their own research, linkages with seminar topics and methods, readings and assignments.

The capstone discussion will review debates and learning. Students will present and discuss their own perspectives on self-identified topics (typically related to their research project) in science, technology, and innovation policy, with reference to key literature sources and consideration of the linkages between theory and policy.

In 2021-2022, teaching in the module will conform with current university and AMBS COVID-19 guidelines. In Semester 1 students will be able to study on campus or remotely. All course readings and other materials will be available online.

### Methods of delivery

<table>
<thead>
<tr>
<th>Lectures</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar/Tutorial/Workshop/Lab Hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>Independent Study</td>
<td>120 hours</td>
</tr>
<tr>
<td>Total Study Hours</td>
<td>150 hours</td>
</tr>
</tbody>
</table>

### Reading List

**Pre Reading:**


**Core Text:** Individual readings will be assigned ahead of each course session.

**Supplementary Text:** Multiple readings from prior seminars are available at this [link](#)
<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline of science, technology, and innovation policy topic review – identify topic, with abstract, and three key literature contributions. (Due 21 January 2022, 10h00 UK)</td>
<td>500 words</td>
<td>Formative</td>
</tr>
<tr>
<td>Science, technology, and innovation policy topic review – on a selected topic, compare and critique three key references and link review to discussion of conceptual and policy implications. Submit through Blackboard/Turnitin. Review to be written as academic text. (Due 13 May 2022, 10h00 UK time).</td>
<td>2500-4000 words</td>
<td>80%</td>
</tr>
<tr>
<td>Individual presentation of topic at capstone meeting (16 May 2022).</td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

**Resits:** Will be assessed by satisfactory completion of coursework.

**Feedback methods**

Students will receive feedback through a series of methods, comprising:

- Written and/or verbal comments on non-assessed (formative) and assessed coursework.
- Informal advice and discussion during course meetings and following presentations.
- Responses to student emails and questions.
- Individual feedback in meetings with instructors (e.g. in office hours or by appointment).
- Specific course related feedback discussion in course sessions.

Feedback for all assessed coursework and formative assessment will be provided within 15 working days of the submission deadline. A working day is defined as Monday to Friday, not including bank holidays and excluding student vacation periods and University examination periods. For submission dates, see section on Assessment.

In addition to the course unit evaluation questionnaire, students are encouraged to give feedback through emails and conversations at any time, and using the online questionnaire near the end of the semester.
# PGR Course unit outline 2021/22

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>BMAN 80920</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Research and Policy Seminar in Science, Technology and Innovation Policy</td>
</tr>
<tr>
<td>Credit value:</td>
<td>15</td>
</tr>
<tr>
<td>Semester:</td>
<td>Semester 1 and Semester 2 (both)</td>
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</tbody>
</table>
| Course Coordinator contact details: | Kieron Flanagan  
AMBS 8.014; x5-0920; Email: kieron.flanagan@manchester.ac.uk  
Office Hours: by appointment  
Cornelia Lawson  
AMBS 8.022; x5-7253; Email: cornelia.lawson@manchester.ac.uk  
Office Hours: by appointment |
| Other staff involved contact details: | N/A |
| Pre-requisites Co-requisites Dependent course units Restrictions | Pre-requisite: BMAN 80810 (or equivalent) |

## Course unit overview

Further examination of research topics in science, technology and innovation policy

## Aims

This module unit provides opportunities for post-graduate students to further engage with advanced research topics in science, technology, and innovation policy, present and discuss their research, receive feedback, and interact with research and policy leaders. The module is targeted to 2nd Year doctoral students in science, technology and innovation policy. It is also appropriate for other doctoral students with interests in this domain.

## Objectives (Learning outcomes)

On completion of this unit successful students will:

- Benefit from opportunities to critically discuss and test arguments about theories and practices on leading-edge topics in science, technology and innovation policy.
- Further extend their knowledge and awareness of research in science, technology and innovation policy through structured reading and discussion.
- Enhance capabilities to critically assess ideas and research arguments in science, technology and innovation policy, and connect these capabilities to enhancing and enriching their own individual doctoral research projects.

The module will further strengthen key skills in analysing scholarly and policy materials, critiquing research designs and literature, formulating independent perspectives, and presenting narratives and arguments in accessible formats.
The module further engages researchers in science, technology and innovation policy; domains of science, technology and innovation policy are examined; with attention to the evolution of theory and literature and relationships with policy from an interdisciplinary perspective.

The seminars will each focus on a particular topic in science, technology, and innovation policy, with prior targeted reading, and with review and discussion. Key authors and experts will be invited to present at these seminars. Examples of topics to be discussed include: The aims of science policy; technology, sustainability, and inclusive development; assessing innovation policy impacts; the new revolution in production; and policies for emerging technologies. Individual readings will be assigned ahead of each course session, with the expectation that students will have read and be prepared to discuss these readings.

In addition to the seminars, individual tutorial meetings will be arranged with each registered student in each semester to discuss their own research, linkages with seminar topics and methods, readings and assignments.

The capstone discussion will review debates and learning. Students will present and discuss their own perspectives on self-identified topics (typically related to their research project) in science, technology, and innovation policy, focusing on a policy-oriented presentation based on their research topic that links theory with policy analysis and options.

In 2021-2022, teaching in the module will conform with current university and AMBS COVID-19 guidelines. In Semester 1 students will be able to study on campus or remotely. All course readings and other materials will be available online.

### Methods of delivery

<table>
<thead>
<tr>
<th>Lectures</th>
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</thead>
<tbody>
<tr>
<td>Seminar/Tutorial/Workshop/Lab Hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>Independent Study</td>
<td>120 hours</td>
</tr>
<tr>
<td>Total Study Hours</td>
<td>150 hours</td>
</tr>
</tbody>
</table>

### Reading List

**Pre Reading:**
- Owen, R., Macnaghten, P., & Stilgoe, J., Responsible research and innovation: From science in society to science for society, with society, Science and Public Policy, 39, 6, 751–760, [https://doi.org/10.1093/scipol/scs093](https://doi.org/10.1093/scipol/scs093)
- Flanagan, Kieron, and Elvira Uyarra. 2016. Four dangers in innovation policy studies – and how to avoid them, Industry and Innovation, 23:2, 177-188, [https://doi.org/10.1080/13662716.2016.1146126](https://doi.org/10.1080/13662716.2016.1146126)

**Core Text:** Individual readings will be assigned ahead of each course session.
### Assessment

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Length required</th>
<th>Weighting within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, technology, and innovation policy brief – initial outline – focused on the student’s own doctoral research project. <strong>(Due 21 January 2022, 10h00 UK)</strong></td>
<td>300 words</td>
<td>Formative</td>
</tr>
<tr>
<td>Science, technology, and innovation policy brief – discussion and review document, focused on the student’s own doctoral research project. Submitted as a paper. Alternatively, can be written and posted as a blog. Paper or blog options need to be submitted through Blackboard. <strong>(Due 13 May 2022, 10h00 UK time).</strong></td>
<td>1200-1500 words</td>
<td>80%</td>
</tr>
<tr>
<td>Individual presentation of topic at capstone meeting <strong>(16 May 2022).</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Resits:</strong> Will be assessed by satisfactory completion of coursework.</td>
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</tbody>
</table>

**Feedback methods**

Students will receive feedback through a series of methods, comprising:

- Written and/or verbal comments on non-assessed (formative) and assessed coursework.
- Informal advice and discussion during course meetings and following presentations.
- Responses to student emails and questions.
- Individual feedback in meetings with instructors (e.g. in office hours or by appointment).
- Specific course related feedback discussion in course sessions.

Feedback for all assessed coursework and formative assessment will be provided within 15 working days of the submission deadline. A working day is defined as Monday to Friday, not including bank holidays and excluding student vacation periods and University examination periods. For submission dates, see section on Assessment.

In addition to the course unit evaluation questionnaire, students are encouraged to give feedback through emails and conversations at any time, and using the online questionnaire near the end of the semester.