

Programme Specification

Programme title: Executive Doctor of Business Administration

Academic Year:	2019-20
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	N/A
Final and interim award(s):	Doctor of Business Administration [Framework for Higher Education Qualifications (FHEQ) level 8] Postgraduate Diploma in Management Research Postgraduate Certificate in Management Research [Framework for Higher Education Qualifications (FHEQ) level 7]
Programme accredited by (if appropriate):	N/A
Programme duration:	48 months minimum – 84 months maximum
QAA Subject benchmark statement(s):	N/A
Date last confirmed and/or minor modification approved by Faculty Board	July 2019

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

The University of Bradford Executive Doctor of Business Administration (DBA) is the pinnacle of management education. The Executive DBA is as academically rigorous as a PhD, but is specifically designed for executives, professionals and senior managers who seek to combine the best of academic knowledge with the best of practitioner knowledge in order to push forward the boundaries of understanding contemporary and rapidly transforming business and management challenges.

The Executive DBA provides advanced research methods training through a suite of four specifically designed taught modules delivered by leading scholars to equip students to undertake independent empirical research on contemporary

business/management challenges and to develop new knowledge and understandings. Students will be supervised by leading research-active academics who regularly publish in international journals and present at prestigious conferences.

DBA students will have opportunities to present their research at the Annual Doctoral Conference at the Faculty of Management, Law and Social Sciences. They will also have the opportunity to give guest lectures on their research and/or managerial expertise as part of the International Guest Lecture Series. DBA students can also publish their research in academic and practitioner journals. We also have 3 Peer Review Workshops per year where DBA students present their research to colleagues and academics, and we also have mock vivas in order to fully prepare DBA students for the viva examination. The Executive DBA offers a range of career advancement opportunities for senior managers and business professionals.

The University's mission is 'Making Knowledge Work', through a modern, distinctive and internationally engaged Faculty of Management, Law and Social Sciences. We are committed to providing engaging and innovative teaching and learning, by instilling an ethos of responsible business and leadership. The School of Management is one of a handful of business schools worldwide with the coveted triple-crown accreditation of AMBA, EQUIS and AACSB. We have created an environment of world-leading management education and research where everyone can flourish and make a difference to the world. Executive DBA students will conduct detailed empirical research that will be aligned with our 4 research centres: 'Business Analytics, Circular Economy and Supply Chain', 'International Business, Marketing and Branding', 'People, Organisation and Entrepreneurship' and 'Accounting, Finance and Economics'. The Executive DBA is both challenging and rewarding, as students have to make both a contribution to academic knowledge, concepts and theory, along with business/organisation in that there will be a significant impact in driving organisational change.

Programme Aims

The Executive DBA programme is intended to produce executives, managers and leaders who, through gaining comprehensive knowledge about research methods, are able to apply them to critically exploring contemporary organizational and managerial practices. DBA students will be able to clearly communicate complex and advanced theoretical and empirical research to specialist and practitioner audiences in order to contribute to the development of knowledge of and/or professional practice in organizations.

Programme Learning Outcomes

To be eligible for the award of Postgraduate Certificate at FHEQ level 7, students will be able to:

- LO1 Demonstrate a critical and systematic understanding of contemporary academic knowledge and current organisational/management challenges, which are at the vanguard of both academic discipline(s) and professional practice(s).
- LO2 Demonstrate a comprehensive understanding of the philosophy of research methods and how this informs research design, methods, analysis and the presentation of data

- LO3 Develop comprehensive knowledge of quantitative, qualitative and mixed methods in order to conduct independent empirical research and create, analyse and interpret new knowledge in the discipline
- LO4 Understand the importance of ethical practices in research, and conform with highest standards of research ethics in accordance with university regulations and the wider academic community
- LO5 Demonstrate self-direction, autonomy and originality as an independent researcher in conducting empirical research and addressing contemporary organisational/business challenges at an advanced level

Additionally, to be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will be able to:

- LO6 Critically assess current research and advanced scholarship in the discipline, develop critiques and new empirical and/or conceptual research
- LO7 Communicate and disseminate empirical research findings and conclusions to both specialist and practitioner audiences

Additionally, to be eligible for the award of DBA at FHEQ level 8, students will be able to:

- LO8 Create and interpret new knowledge through original independent empirical research, which is at the vanguard of both academic discipline(s) and professional practice(s), which is worthy of publication
- LO9 Demonstrate self-direction, initiative and originality in order to make informed judgements about complex issues in research fields. Be able to clearly communicate complex and advanced theoretical, conceptual and empirical ideas effectively to specialist and practitioner audiences
- LO10 Conceptualise, design and conduct a significant research project in an employing organisation for the generation of new knowledge, which will make a substantial contribution to both academic theory/ concepts and organisational/management practice
- LO11 Address complex and contemporary challenges for business and society. These may include, but are not limited to, such issues as globalisation, corporate social responsibility and sustainable development.

Curriculum

The Executive DBA programme is structured in two parts: Part 1 consists of four taught modules, with a Progression to DBA Research Stage, and Part 2 relates to the doctoral research-based thesis. Part 1 consists of 120 credits, and Part 2 of 420 credits, with total volume of 540 credits.

The four modules in part 1 allows the student to cumulatively develop advanced and critical knowledge of and experience in research methods. In order to progress to Part 2, students will complete a Progression to DBA Research Stage and defend their research plans in front of a panel consisting of the DBA Director of Study, an internal assessor and their supervisors. The Progression to DBA Research Stage Report comprises an extended research proposal of 7, 000 words, setting out – Introduction, Literature Review and Methodology and also include a plan for how the detailed empirical research will be carried out.

Progression to part 2, the thesis phase, is subject to satisfactory performance in the taught stage of the programme and passing the Progression to DBA Research Stage.

In Part 2 of the programme, the student will produce a 60,000 word thesis (420 credits) based on original research carried out within an organisation(s).

Postgraduate Certificate in Management Research: Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits at level 7 from the list of the first three modules below and achieved the award learning outcomes.

Postgraduate Diploma in Management Research: Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed 120 credits at levels 7/8 from the list of the five modules below and achieved the award learning outcomes.

Postgraduate Certificate

FHEQ Level	Module Title	Type	Credits	Module Code
7	Research Design and Philosophy	Core	20	MAL7040-B
7	Qualitative and Quantitative Research Methods	Core	20	MAL7041-B
7	Literature Reviewing for Doctoral Studies	Core	20	MAL7042-B

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

Postgraduate Diploma

FHEQ Level	Module Title	Type	Credits	Module Code
8	Translating Research into Practice	Core	20	MAL8011-B
8	Progression to DBA Research Stage	Core	40	MAL8012-D

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Degree of DBA

FHEQ Level	Module Title	Type	Credits	Module Code
8	DBA Thesis	Core	420	MAL8013-T

Students will be eligible for the award of Degree of Doctorate if they have successfully completed 420 credits and achieved the award learning outcomes.

The curriculum may change, subject to the University's programme approval, monitoring and review procedures.

Learning and Teaching Strategy

School of Management programmes aim to combine academic rigour with practicality and relevance to professionals, executives and managers. They aim to reflect best practice and innovative thinking and research. The approach, therefore, to teaching and learning aims to integrate applied and theoretical knowledge. The Executive DBA in particular facilitates the development of new knowledge which is at the forefront of the discipline and organisational/management practice.

The philosophy underpinning the taught part of the Executive DBA is that mature students such as those attracted to the DBA learn best by reading, doing, then reflecting on that doing, before beginning the cycle again. Each module builds on the learning achieved in previous modules, so learning is cumulative, and all modules relate to each other. In module 1, the student studies research methods and the philosophy of research. In the second module, the student then studies advanced qualitative and quantitative research methods by developing a more in-depth understanding of research methods, with a continued refining of their own research aims and questions. In module 3, the emphasis then switches to developing an understanding of a particular field through focusing on techniques for critically assessing research in their own chosen sub-discipline. As the student progresses through the modules they will apply the ability of critical review to a wider range of literature in their chosen sub-discipline and search more widely for methods or research outcomes from other disciplines that may be transferred to add value to their own work. This review allows them to identify gaps in knowledge in the sub-discipline, consider creative methods to find ways of extending knowledge in the sub-discipline and to explore how to become a practitioner author through studying how to write for academic journals.

In the first year of the Executive DBA, the Director of Studies will be the Personal Academic Tutor for each new cohort of students. Once the students pass the first three taught stage modules they will have acquired advanced scholarship and research skills to enable them to revise their research proposals. The students will work with the DBA Director of Studies on developing their research proposals and 2 suitable supervisors will be allocated through the Director of Studies liaising with the relevant Research Centre Heads. The supervisors will then become the Personal Academic Tutors for the students.

In the fourth module in year 2, the student will undertake a pilot study writing it up in the format of a journal paper to gain experience of that form of academic writing. The student will develop an understanding of the issues of translating research into practice, a fundamental aspect of a DBA. The student will be expected to reflect on the insights already developed into the key issues they are tackling, and explore how such findings, if replicated in a bigger study, could be translated into practice.

Once the student has passed the first four modules, they will then have to pass the Progression to DBA Research Stage, where a detailed 7000 word research proposal is presented and defended. Successful completion of the Progression to DBA Research Stage prepares students for the main research stage and ultimately writing the thesis. During the main research phase, they will attend Peer Review Workshops that enhance understanding, provide motivation and support, enable networking, prepare them for presenting their work to non-specialists, give opportunities for the cross-fertilisation of ideas and will expose them to research from outside their specialist area.

Teaching in Part 1 is in intensive study blocks of 3-5 days, and after each study block, the student will have 6-8 weeks in which to undertake the coursework

required by the module. During this period they must focus on self-directed study, in liaison with (in the first year) the module tutor and (in subsequent years) their supervisors. There are four inter-linked, taught modules that take them from research design and philosophy to transfer to doctoral status.

One of the School of Management's main aims is to address major challenges for business and society such as globalisation, Corporate Social Responsibility (CSR) and sustainable development. We will seek to prepare the student to be able to contribute to the debates in these key areas and to critically appraise the relationships between the social, environmental and economic dimensions.

There are 3 Peer Review Workshops per academic year and this is the forum in which these topics will be explored in depth: they will be asked to relate their evolving ideas to these and any other major challenges identified by the DBA students themselves. We recognise that DBA students are often at the cutting edge of developments in globalisation, CSR, business ethics, sustainable development, etc., and our aim is to ensure that all participants can learn from each other, as well as from academic staff. Our intention is to encourage debate amongst peers so that the student will continue to develop their own values and understanding of sustainability and CSR in a global context and how it applies to their own situation. The international nature of the DBA student cohort will expose them to perspectives that they may not otherwise come across and the peer to peer debate is an essential part of the DBA learning and teaching strategy.

DBA students will have the opportunity to give specialist lectures on their academic research and/or area of management/organisational expertise in our International Guest Lecture Series. This opportunity is available throughout the DBA and these guest lectures are attended by post-graduate, under-graduate and academic members of staff.

DBA students are also invited to the Annual Doctoral Conference at the Faculty of Management, Law and Social Sciences. Students can deliver full papers, developmental papers or present posters and this is an excellent networking opportunity.

We also offer mock vivas in order to fully prepare DBA students for the final viva examination. These can take place during Peer Review Workshops or separately, and involve the Director of Studies and supervisors.

Assessment Strategy

Assessment processes test both knowledge of the disciplines and their application and limitations. The range of assessment methods used throughout this Executive DBA programme have been specifically designed to be progressive in terms of developing critical analysis and writing skills in addition to addressing specific learning outcomes as indicated in the previous section. In addition, they benefit from increasing levels of formative feedback as the student progress through the modules and then the research phase with the final thesis being the "capstone" or synoptic assessment that encompasses all the learning outcomes.

Assessment for the early 20 credit modules is by means of one 4-6, 000 word coursework paper, and for the Progression to DBA Research Stage it is by means of one 7, 000 word full research proposal. While the modules are set at level 7, they are nevertheless taken by doctoral students who must be challenged to a higher

degree than Master's students. DBA coursework also needs to provide direct input into the DBA thesis. Non-credit-bearing, informal formative assessment of presentations will be made by academic staff and peers on the programme.

The later 2 modules are set at level 8. In the 'Translating Research into Practice' module, the assignment is expected to follow the format of an academic journal paper. If the student fails to meet the required standard in any module, they will be given feedback and asked to revise the original paper to bring it to the expected standard.

For the taught modules, the module leader first marks all papers, which are then second marked by the module leader of the next module in the timetable. The student will receive formative as well as summative feedback to help them to understand not just the techniques of research but also the culture of constructive critical review that is essential for success. The Progression to DBA Research Stage will be assessed by the Director of Studies for the DBA, along with an internal assessor. During the main research phase, the student will develop a close working relationship with their supervisors who act as a "sounding board" for ideas as well as mentoring them through to the preparation of the final thesis.

For a Degree of Doctor of Business Administration, the student must have acquired 120 credits at level 7/8 in the taught modules, and 420 credits at level 8 for the thesis.

All elements in Part 1 of the DBA must be passed before progressing to Part 2, although a fail mark between 35% and 39% in up to 20 credits can be condoned. Where a candidate has not attained the required level in any module (grades at 40% and above) they must submit work for supplementary assessment. Supplementary assessment will be by re-submission of the work, taking into account the feedback received. Only one re-submission will be allowed for each module. Candidates will be provided with feedback in support of all decisions.

The DBA thesis viva examination process is the same as the PhD and will involve an oral examination with internal and external examiners who are appointed to examine the thesis must be satisfied with its content before the candidate will be considered for the award of doctor.

Assessment Regulations

This Programme conforms to the standard University Regulations which are available at the following link:

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

Candidates for the Executive DBA will normally have successfully completed an MBA with average performance of merit or higher within the ten years prior to applying to study on the programme. The applicant will also normally have worked for 3

years at middle or senior managerial levels since completing their MBA. Entry to the programme on a similar basis may be possible if the applicant possess a relevant master's degree, or equivalent, from an approved HEI or awarding body. Relevant masters' degrees will normally have included aspects relevant to an understanding of business administration, organisations, and management.

As the programme is delivered entirely in English, applicants must be able to demonstrate proficiency in the English language thus, UK educated students must have a GCSE grade 4 (C) or above. Non-native speakers must have a 6.5 score on IELTS test of English or 94 in the internet-based TOEFL - exceptionally, holders of a UK degree awarded within 2 years prior to entry to the Bradford programme may be exempt from these English test requirements.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1		