Bristol
Business School

# Doctor of Business Administration

## PG Diploma Management Research
## PG Certificate Management Research

**Programme Specification – Validated February 2003**
**(Updated September 2003)**

University of the West of England

## CONTENTS


| | | |
|---|---|---|
| Section 1 | Basic Data | 3 |
| Section 2 | Educational aims of programme | 4 |
| Section 3 | Learning outcomes of the programme | 6 |
| A | Knowledge and understanding | 6 |
| B | Intellectual Skills | 8 |
| C | Subject, Professional and Practical Skills | 9 |
| D | Transferable skills and other attributes | 10 |
| Section 4 | Programme structure | 11 |
| Section 5 | Entry requirements | 12 |
| Section 6 | Assessment Regulations | 12 |
| Section 7 | Student learning: distinctive features and support | 13 |
| Section 8 | Reference points / benchmarks | 17 |

# Programme Specification

## Section 1: Basic Data

| | |
|---|---|
| **Awarding institution/body** | University of the West of England, Bristol |
| **Teaching institution** | University of the West of England, Bristol |
| **Faculty responsible for programme** | Bristol Business School |
| **Programme accredited by** | N/a |
| **Highest award title** | Doctor of Business Administration |
| **Default award title** | N/a |
| **Interim award title** | PG Cert Management Research<br>PG Dip Management Research |
| **Modular Scheme title (if different)** | Part A - BBS PG Modular Scheme |
| **UCAS code (or other coding system if relevant)** | Tba |
| **Relevant QAA subject benchmarking group(s)** | |
| **On-going/valid until* (*delete as appropriate/insert end date)** | Ongoing |
| **Valid from (insert date if appropriate)** | 1 September 2004 |

**Authorised by…** **Date:…**

**Version Code**
*1.1*

*For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications*

## Section 2: Educational aims of the programme

The Doctorate in Business Administration is designed to enhance executive level professional practice in business and management through the application, creation and evaluation of theoretical frameworks and research findings to increasingly complex real business issues. Its purpose is to provide a high-level set of learning opportunities combining structure, a community of practice and independent research in a practitioner context.

Its educational aims are to

- Enhance executive level professional practice through the application, creation and evaluation of theoretical frameworks and knowledge to increasingly complex business and management issues
- Combine high level learning opportunities from programme structure, content, community of practice and independent research in the practitioner context
- Demonstrate the importance of the symbiotic relationship between business and management theory to professional practice at executive level
- Extend and substantially deepen student knowledge and understanding of the complexities associated with contemporary business and management issues and the linkages between them
- Increase the capacity critically to apply such knowledge and understanding to complex current organisational, national and global issues
- Cultivate the ability to challenge and critically review findings in current management and business research
- Develop skills at applying tools, techniques and in depth analytical skills for exploring multifaceted organisational problems or issues, and contribute to the extension of new knowledge and understanding
- Master and apply the knowledge and skills needed to conduct, at an advanced level, a research project into significant current organisational problems or issues and present the findings in a coherent cogent form to satisfy peer review and the needs of publication
- Systematically acquire an understanding of a substantial body of knowledge which is at the forefront of academic and professional practice
- Heighten self-awareness with regard to professional practice and personal behaviour in leading and managing, as a basis for improving personal effectiveness in role.

See section 7 below for further discussion of the philosophy of the programme.

**Definitive Approach and Philosophy of the Award**

The DBA is a strategic initiative in the Business School intended to allow highly experienced senior managers in mid career an opportunity to deepen their knowledge and skills to meet the higher intellectual and professional practice demands of their organisation roles.

Set in the context of the need for a nationally recognised professional doctorate (Harris Report) its aim is to facilitate the application of existing theory and knowledge to major work place issues.

The overall aims of the programme are:

- Significant contribution and **enhancement of professional practice** through the application of existing knowledge and development of theoretical frameworks
- Focus on existing **real business issues** through critical review and systematic application of **theory and research** knowledge to professional practice
- Provide significant opportunity for **considerable personal development** to achieve higher level effectiveness as a professional practitioner

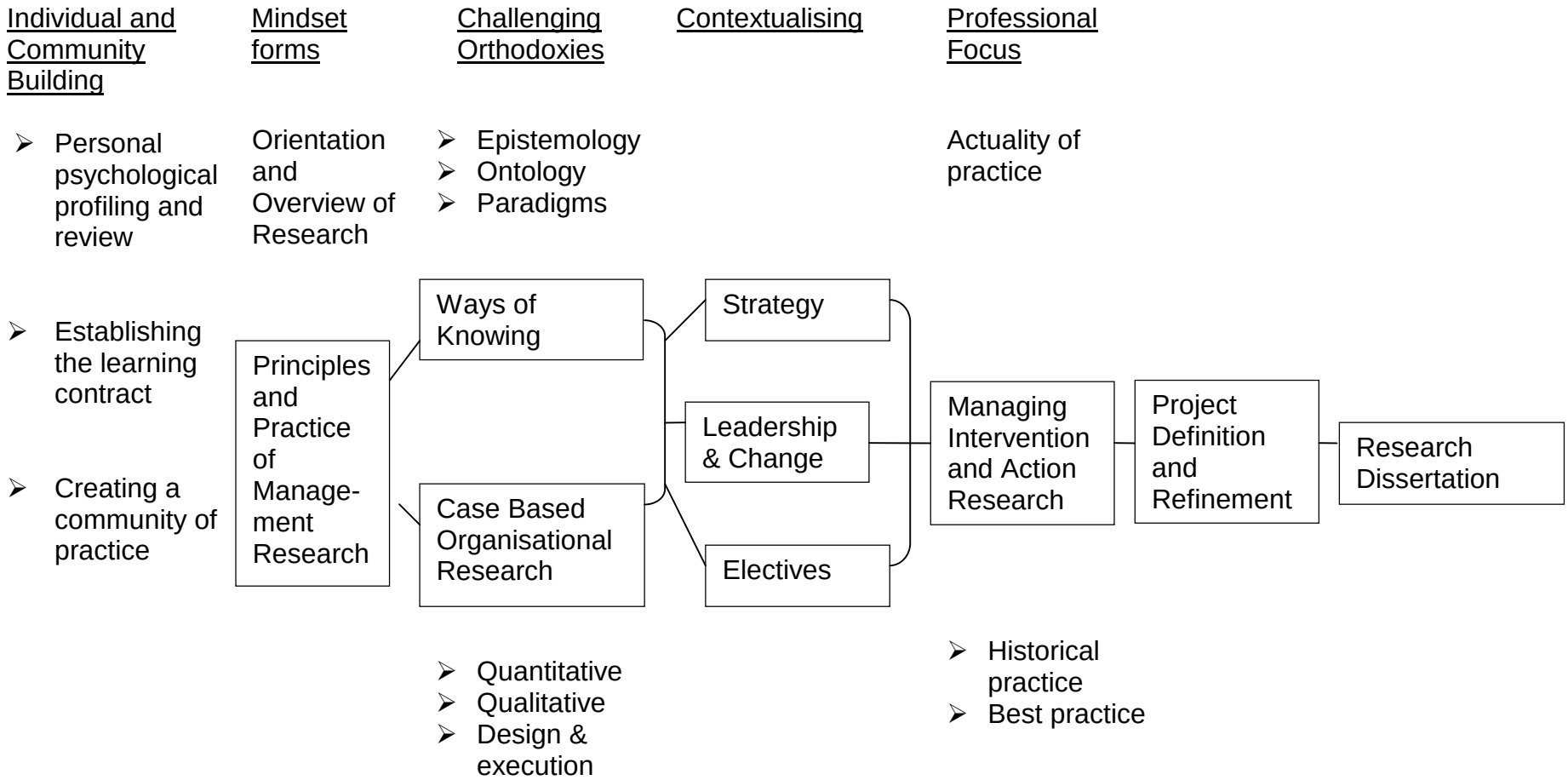
A key element of the philosophy and approach centres on the development not only of intellectual knowledge and practitioner skills of the student, but also wider personal development. To this end continuous personal individual counselling, guidance and mentoring form an integral part of the student experience. This is through in-depth psychological profiling and review, group mentoring, a personal development strategy linked to DBA teaching, work based experience and professional development.

For an illustration of the overall coherence of the award please see the following diagram 1.

The learning process is designed to develop from more broad based and general appreciation of knowledge theory and research skills to their application in a specific and in depth context.

**Diagram 1**

# DBA - Programme Coherence



## Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: …*

**A Knowledge and understanding**

| Learning outcomes | Teaching, Learning and Assessment Strategies |
|---|---|
| **A Knowledge and understanding**<br><br>Students will be able to:<br><br>1. Articulate an understanding of the connection between theory and business practice and recognise that theory and practice are mutually supportive rather than mutually exclusive<br><br>2. Understand how different philosophical, epistemological and ontological assumptions impact on the research process, application of research findings and the creation of knowledge | **Teaching/learning methods and strategies:**<br><br>• Acquisition of 1 and 2 is through a mixture of formal lectures, seminar discussion and informed guided reading. Case studies exploring different paradigms and their impact on research are emphasised in the modules Ways of Knowing (UMPC64-30-M), Strategy (UMSCCS-15-M) and Case Based Organisational Research (UMSCLG-30-M). Action learning sets are used for critique and discussion of alternative approaches, particularly their link to theory and findings. |
| 3. Understand, differentiate between and make informed choices in relation to different approaches to business research and to evaluate their suitability and relevance for particular situations | • Acquisition of 3 is through critiques of published research work (Ways of Knowing, UMPC64-30-M) and case study analysis (Case Based Organisational Research, UMSCLG-30-M). Formal lecture inputs, structured seminars, practical classroom and IT laboratory exercises (Ways of Knowing, UMPC64-30-M) also form a major part of the learning approaches. |
| 4. Demonstrate a competence to critically review current thinking in relation to strategic management and the management of change<br><br>5. Demonstrate a comprehensive understanding of the theory and practice of organisational intervention and action research | • Primarily, acquisition of 4 and 5 is through case study analysis and critique and expert lead seminars on current organisational strategy development (Ways of Knowing UMPC64-30-M; Strategy UMSCCS-15-M; Case Based Organisational Research UMSCLG-30-M). In particular, 5 will draw on students' current experiences in their organisations of change processes. Here the strategy is to move students through the learning stages of diagnosis, development, implementation and critical evaluation of change, using shared experiences of managing current change.<br><br>• Students are expected to undertake significant and continuous independent reading to extend and deepen their understanding of current issues relating to all areas relevant to their studies.<br><br>**Assessment:**<br><br>Testing of knowledge is by:<br>• report (Principles and Practice of Management Research, UMPCLS-30-M)<br>• essay (Managing Intervention and Action Research UMOCLR-60-M), |

| | |
|---|---|
| | • supervised mini projects (Case Based Organisational Research, UMSCLG-30-M; Managing Intervention and Action Research, UMOCLR-60-M),<br>• timed examination (Strategy, UMSCCS-15-M),<br>• assessed individual oral presentations,<br>• written reports (Principles and Practice of Management Research UMPCLS-30M; Ways of Knowing, UMPC64-30-M),<br>• a file of completed workshop exercises (Principles and Practice of Business and Management Research, UMPCLS-30-M),<br>• a 3,000 word critical comparative analysis (Case Based Organisational Research, UMSCLG-30-M),<br>• a diary based action research project (Managing Intervention and Action Research, UMOCLR-60-M). |

## B Intellectual Skills

| B Intellectual Skills | Teaching/learning methods and strategies |
|---|---|
| Students will be able to:<br>1. gather, retrieve, analyse and synthesise complex information, in order to formulate and present complex ideas underpinned by significant evidence<br>2. refine the ability to critique bodies of literature, theory, paradigms, models and frameworks, and business research and application, on the basis of evidence provided<br>3. evaluate these in relation to contemporary issues in business and management<br>4. determine the implications associated with the application of findings to organisational practice<br>5. conceptualise and integrate complex ideas and arguments from multiple sources and perspectives and synthesise a range of alternative scenarios<br>6. develop and refine the capacity to theorise and use / apply theory to interpret and explain increasing complexity | For elements 1 to 6 the development and acquisition of appropriate cognitive and intellectual skills is through:<br>• applying and critiquing a mixture of concepts, theories, literature and strategies to a variety of complex organisational situations and issues (Principles and Practice of Business and Management Research, UMPCLS-30-M; Ways of Knowing, UMPC64-30-M; Strategy, UMSCCS-15-M; Case Based Organisational Research, UMSCLG-30-M; Managing Intervention and Action Research, UMOCLR-60-M)<br>• reflection, critical review and evaluation of competing perspectives (Strategy, UMSCCS-15-M; Case Based Organisational Research, UMSCLG-30-M; Managing Intervention and Action Research, UMOCLR-60-M)<br>• analysis, evaluation and presentation of evidence based argument (Ways of Knowing, UMPC64-30-M; Strategy, UMSCCS-15-M; Case Based Organisational Research, UMSCLG-30-M; Managing Intervention and Action Research, UMOCLR-60-M and the Part B Research Dissertation)<br>• synthesising, theorising and developing new lines of approach (Case Based Organisational Research, UMSCLG-30-M; Managing Intervention and Action Research, UMOCLR-60-M and the Part B Research Dissertation)<br><br>**Assessment**<br><br>Assessment of emerging intellectual and cognitive skills will be via:<br>• feedback and review with tutors, supervisors and colleagues / mentors of case study analyses, supervised mini projects, critiques of literature, presentations, expert lead discussions, essays and organisation based experiences (all modules and the Part B Research Dissertation)<br><br>The *viva voce* of the Part B Research Dissertation will provide major evidence of the student's intellectual development and critical thinking in relation to advanced academic enquiry. |

## C Subject, Professional and Practical Skills

| C Subject/Professional/Practical Skills | Teaching/learning methods and strategies |
|---|---|
| Students will be able to:<br><br>1. Conceptualise, define and design research studies and enquiries<br>2. Demonstrate an ability to apply a range of data collection methods, analysis and evaluation techniques<br><br>3. Conduct critical analysis of business cases and propositions<br>4. Conduct and disseminate research and business case findings consistent with professional practices with regards to research and business ethics | • Skills 1 and 2 will be developed primarily through the Research Methods workshops of Principles and Practice of Management Research (UMPCLS-30-M). Action learning sets will be used extensively for facilitating learning in relation to organisation based action research activity (Managing Intervention and Action Research, UMOCLR-60-M). In addition, the Project Definition and Refinement stage of the Part B Research Dissertation will be an additional supportive learning vehicle.<br><br>• Skills 3 and 4 will be developed through extensive use of individual and group analysis of diverse case studies in business and management. Studies will focus on skills relating to case analysis and theory development using dialogue, seminars and engagement with their own organisational 'cases' (Principles and Practice of Management Research UMPCLS-30-M; Strategy, UMSCCS-15-M; Case Based Organisational Research, UMSCLG-30-M).<br>• Writing skills will be developed particularly through writing workshops (Strategy, UMSCCS-15-M), organisation action research activities (Managing Intervention and Action Research, UMOCLR-60-M) and the Part B Research Dissertation.<br>• Presentation of a working paper at the Annual BBS Doctoral Research Symposium, once embarked on Part B2 of the programme.<br><br>**Assessment**<br><br>Assessment of Practical and Professional skills will be via:<br>• Supervised mini projects and a critical comparative analysis (Case Based Organisational Research, UMSCLG-30-M; Managing Intervention and Action Research, UMOCLR-60-M)<br>• An examination (Strategy, UMSCCS-15-M)<br>• An essay and diary based action research project (Managing Intervention and Action Research, UMOCLR-60-M) |

## D Transferable Skills and other attributes

| D Transferable skills and other attributes | Teaching/learning methods and strategies |
|---|---|
| It is axiomatic that the knowledge and skills learned should have wider application and relevance.<br><br>Such transferable knowledge and skills would reflect:<br>1. Refined skills at engaging with, and the analysis of, complex intellectual concepts in the work place<br>2. Transfer learning from specific research experiences to wider organisational problems<br>3. Refined capacity to think critically and creatively<br>4. Development of project management skills<br>5. Capacity to manage time and plan and work to deadlines under volume and pressure<br>6. Apply concepts and theory to wider organisational issues<br>7. Communicate and present complex arguments in a logical, articulate and intellectual manner<br>8. Gather and integrate complex data from multiple and divergent sources<br>9. Capacity to plan and manage their own learning and development | Skills 1 to 9 will be attended to and developed continually throughout the programme of study.<br>All previously stated learning vehicles and techniques will contribute throughout the student's development on the DBA.<br><br>Apart from organisation based supervised mini projects and action learning sets (Case Based Organisational Research, UMSCLG-30-M; Managing Intervention and Action Research, UMOCLR-60-M), the Part B Research Dissertation stage will be a major vehicle for skills development, particularly in relation to skills 4 to 9.<br><br>**Assessment**<br><br>Assessment of these skills will be primarily via:<br>• Supervised mini projects (Strategy UMSCCS-15-M; Case Based Organisational Research, UMSCLG-30-M; Managing Intervention and Action Research, UMOCLR-60-M)<br>• Diary based action research project (Intervention and Action Research, UMOCLR-60-M)<br>• Part B Research Dissertation |

## Section 4: Programme structure

### PART A: Directed, Credit-Based Study (MAR)

| | | | |
|---|---|---|---|
| **Part A1** | **Core modules**<br><br>• Principles and Practice of Business & Management Research UMPCLS-30-M (30 credits)<br>• Ways of Knowing UMPC64-30-M (30 credits)<br>• Case based Organisation Research UMSCLG-30-M (30 credits)<br><br>**Core Area modules**<br><br>**Either**<br>• Strategy UMSCCS-15-M (15 credits) and Leadership and Change UMOCB4-15-M (15 credits)<br>**or**<br>• Leadership and Change UMOCB4-15-M (15 credits) and an elective<br>**or**<br>• **Strategy UMSCCS-15-M (15 credits) and an elective**<br>**or**<br>• **Two 15 credit electives from an approved list of modules** | | **Interim Awards**<br><br>• **PG Certificate Management Research**<br>On successful completion of 60 level M credits from the modules within the programme.<br><br>• **PG Diploma Management Research**<br>On successful completion of 120 level M credits from the modules within the programme**.** |
| **Part A2** | **Compulsory modules**<br><br>• Managing Intervention and Action Research UMOCLR-60-M (60 credits) | | **Prerequisite requirements:**<br><br>Successful completion of 120 credits on Part A1 of the programme |

### PART B: Doctor of Business Administration

| | | | |
|---|---|---|---|
| **Part B1** | Project Definition and Refinement workshop and Progression Examination | | **Prerequisite requirements:**<br><br>• Successful completion of 180 credits on Parts A1 and A2 of the programme. |
| **Part B2** | 50,000 word Research Dissertation | | • Students must complete the workshop element successfully before progressing to the Research Dissertation element of the award. |

## Section 5: Entry requirements

A good first degree plus:
EITHER
(a) an MBA or equivalent social science related Masters degree;
OR
(b) a professional qualification;
OR
(c) other relevant experience and demonstrated abilities deemed equivalent to (a) or (b) above;
AND
(d) the candidate must be actively engaged as a practitioner at a senior level in their chosen field.

## Section 6: Assessment Regulations

a) **MAR:** Part A of the programme is wholly in accordance with UWE Modular Assessment Regulations

b) **Approved MAR variant (insert variant)** N/a

c) **Non MAR:** Part B of the programme is regulated by the Handbook of Academic Procedures 1999 and the Academic Regulations 2002

## Section 7: Student learning: distinctive features and support

The DBA is a professional doctorate with a distinctive approach to higher learning. Like any doctorate there is an emphasis on original thought, theorisation and empirical research and on mastery of a substantial, leading edge body of knowledge. However, the DBA also recognises and explicitly embraces professional development as an integral component of the programme.

The structure of the DBA programme incorporates two complimentary stages, parts A and B. Part A consists of an accredited set of modules in two blocks, parts A1 and A2. The emphasis in A1 is on Principles and Practice of Management Research and specific knowledge content. In A2 the emphasis is on the development of practitioner knowledge through research application. The utilisation of accredited modules enables students to benefit from engagement with a structured set of learning outcomes which, through assessment, provides clear feedback on performance.

Part B consists of two elements, B1 and B2. B1 acts as a bridge into the research dissertation through the development and assessment of the research proposal. B2 is the research project, which concludes with the presentation of a 50,000 word research dissertation. During this part of the programme students have regular access to supervision and they participate in the Annual BBS Doctoral Research Symposium.

This framework meets the requirements of the UWE Professional Doctorate Framework and conforms to subject benchmark standards and other best practice guidelines.

The programme design has three related and mutually reinforcing strands.

- Methodological. At each stage of the programme, the student will learn more about the processes through which new knowledge is created and disseminated in business. Our approach is broadly based and covers professional research practice, research methods, gathering primary and secondary data, intervention, epistemology, conceptualisation, theorisation and argumentation. This approach makes for thorough research training and the development of high level transferable skills.

- Professional Development. Throughout the programme, students will work directly at improving their business, management and professional skills and at purposefully executing research based organisational initiatives.

- Business and Management Knowledge. The DBA programme is knowledge intensive. It engages students directly in long-standing and current debates, theoretical reflection, argumentation and the evaluation of evidence. Through exploration of literature and through fieldwork, domain specific knowledge accumulates and the student is brought to the edge of knowledge in their chosen specialisms.

The programme design takes the students through a process which is illustrated in the following diagram (diagram 2) as 'The Funnelling Effect'.

In order to deliver the promise of substantially deep and extensive higher learning through the simultaneous development of these three strands, the DBA programme has been designed with a number of integrative supporting features.

- On beginning the programme, students will have the advantage of comprehensive psychological profiling with respect to learning style, motivation, career anchors, personality, values, attitudes and beliefs. The aim is to work throughout the DBA programme to recognise and work with these characteristics and not against them.

- Whatever the emphasis of a taught module, the content reflects the aspiration to develop business and management knowledge, grow professionally and learn about research processes and methods. Work based assignments in particular provide an integrative learning opportunity. There will also be exposure to significant work based issues.

- The Business School will support the DBA programme, as a community of practice, technologically and organisationally. This community of practice will value DBA students learning one from another and from experienced business and management professionals. Regular events will include business leader seminars, giving an opportunity to test personal learning and insights against the experience of others. There will be a social dimension to all events and activities.

- Throughout the DBA, a team of Business School mentors will support students. The Business

School will also encourage students to find and work with a mentor in their own organisation, profession or field as a source of further advice and support. All mentors, internal and external to the Business School, will form part of the DBA Community of Practice.

- The Business School will encourage each student to create a personal development strategy linked to the DBA learning needs; work based performance enhancement; wider career / professional development. This will include the clarification and setting of a personal learning contract.

- The DBA will encourage at every stage learning with, and drawing on, other senior managers and executives, with significant organisational experience and, operating at the highest levels, with the personal capacity and capability to shape, influence and implement decision making in their organisations. This will create the potential to explore and engage with 'real time' strategic decision making processes and makers, which may be critical to business development and survival.

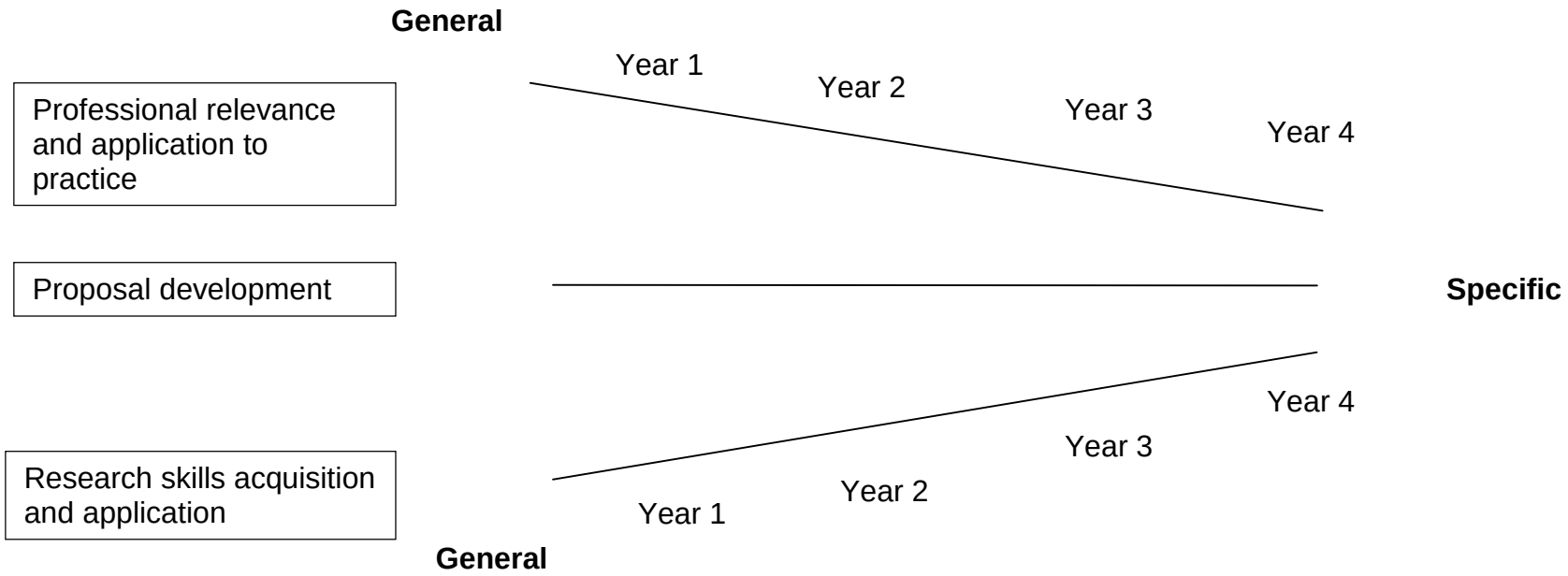
- Development of reflective practice will also be encouraged through personal reflection and evaluation; team tutorials; personal tutorials; participation in wider community of practice; rigorous peer review

- When undertaking Part B of the DBA programme students will participate in the Annual BBS Doctoral Research Symposium. This involves the production of a working paper on an agreed aspect of the student's research. The working paper will be reviewed internally by a BBS supervisor and by a professional colleague. Papers of a high standard will be published, in the first instance, through the BBS Teaching and Research Review.

These structures and support systems have been designed to ensure that the student experience is one of engagement in a supportive community rather than isolated and detached. This echoes the values and working methods of business and management professional practice, and will be conducive to success in such a rigorous and demanding programme.

**Diagram 2**

**The Funnelling Effect**



## ACADEMIC CALENDAR

This programme has been designed to be taken over a minimum of four years, with at least two years to be spent on Part B, in line with the UWE Professional Doctorate Framework.

**YEAR 1**

Principles & Practice of Business and Management Research

Part A1

30 credits

Two 15 credit modules from the following combination:

- Strategy and Leadership and Change
- Strategy and an elective
- Leadership Change and an elective
- Two electives

Part A1

30 credits

Ways of Knowing

Part A1

30 credits

**YEAR 2**

Case Based Organisational Research

30 credits

Part A2

Managing Intervention and Action Research (Project)

60 credits

Part A2

**YEAR 3**

Project Definition and Refinement Workshop and Progression Examination Part B1

Research Dissertation

50,000 words

Part B2

**YEAR 4**

Research Project (continued)

Submission September (end of year 4)
Examination November/December (year 5)

Part B2

**Students would be eligible for the following interim awards:**

60 Credits → PG certificate in Management Research
120 Credits → PG Diploma in Management Research

If a student decided to leave the programme after successful completion of 120 level M credits, it could be suggested that they transfer, subject to accreditation, to the MA in Applied Social Research

## Section 8 Reference points/benchmarks

In designing this programme, account has been taken of the following:

- QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (January 2001)
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Postgraduate Research Programmes (January 1999)
- The Association of Business Schools, "Guidelines for the Doctor of Business Administration Degree (DBA)"
- UWE Professional Doctorate Framework

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.