

Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION

1. Programme Title:	Doctorate of Business Administration
2. Final Award:	Doctorate of Business Administration
3. Exit Awards:	Professional Masters (Business Administration)
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	October 2016
6. School:	Glasgow School for Business and Society
7. Host Department:	Department of Management and HRM
8. UCAS Code:	N/A
9. PSB Involvement:	N/A
10. Place of Delivery:	All GCU Campuses
11. Subject Benchmark Statement:	Business and Management
12. Mode of Attendance:	Part-Time, Full-Time, Distance Learning
13. Duration of Programme:	Part-Time: 4-6 Years Full-Time: 3-4 Years Distance Learning: various
14. Dates of PSP Preparation/Revision:	December 2019

2. EDUCATIONAL AIMS OF THE PROGRAMME

An introduction should be included here which describes the overall aim of the programme together with the educational aims of the programme at the exit points

The Doctorate of Business Administration’s philosophy is based upon the principles of lifelong learning to create a researching professional, in effect a professional who can apply higher order analysis and reasoning skills within their own organisation and their own profession. In this respect, practice can be located in the public, voluntary or private sector, but is subject to the idea that outcomes are conditioned by the principle of the Common Good.

The aim of the Doctorate of Business Administration is to provide middle/senior professionals with an academic framework to question the complex relationships between professional practice, theory, policy and research. The process will enable the student to synthesise their professional knowledge in a body of work, most notably their doctoral thesis that will impact positively on their organisation and the profession in terms of practice and theory. Underpinning this aim is a set of objectives. These objectives will enable learners through a rigorous academic programme to become scholarly practitioners capable of appropriate higher level cognitive skills relevant to the participating organisation’s goals and society more broadly, notably:

- 1 The ability to be an independent lifelong learner in a chosen field making an original and valuable contribution to knowledge and practice;
- 2 Provide a learning framework which enables students to develop critical and evaluative skills in research methodology;
- 3 Deepen their professional knowledge to more effectively engage and lead within their chosen sector;
- 4 Demonstrate professional project management skills, including goal setting, prioritising, designing and executing data acquisition and collation, planning and organizing written work and effective time management;
- 5 High level competencies as an ethical professional, inter alia, ethics, health and safety, copyright, data protection, practice and intellectual property rights;
- 6 Skilled oral, written and IT ability to construct, sustain and articulate an argument to a diverse audience;

- 7 Critically reflect and synthesise their learning experiences to improve individual and organisational performance;
- 8 Demonstrate through various learning activities the value of the social good to individuals, organisations and society.

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: [cross refer to the appropriate benchmark statement]

Upon successful completion of the programme, graduates should be able to:

1. Demonstrate reflective, self-critical, flexible and ethical working practices, challenging current professional policies and practice;
2. Critically evaluate both quantitative and qualitative research methodologies and data in a variety of practice settings;
3. Demonstrate a comprehensive knowledge and critical understanding of applicable techniques for research and advanced academic enquiry in their chosen area, and select appropriate methodologies for their study;
4. Evaluate networking, team building and partnership working as tools in the context of effective professional practice;
5. Design and execute a major project (for example research, intervention, development, service redesign, change management) demonstrating leading edge knowledge and understanding in creative and original work, that is relevant and contributes to practice;
6. Develop advanced skills relevant to professional practice, alongside learning achieved through applied research and service development;
7. Achieve personal excellence, and influence the way in which organisations achieve sustainable, ethical change;
8. Communicate at many different levels, for example through publication and transfer of knowledge and understanding in critical dialogue with others;
9. Take responsibility for their own work and demonstrate leadership in team and group activity;
10. Communicate the product of personal and group based learning activities in effective and innovative ways.

3A Knowledge and Understanding:

- A1 Develop advanced skills relevant to professional practice, alongside learning achieved through applied research and service development
- A2 Critically evaluate both quantitative and qualitative research methodologies and data in a variety of practice settings
- A3 Demonstrate a comprehensive knowledge and critical understanding of applicable techniques for research and advanced academic enquiry in their chosen area, and select appropriate methodologies for their study
- A4 Communicate at many different levels, for example through publication and transfer of knowledge and understanding in critical dialogue with others
- A5 Demonstrate reflective, self-critical, flexible and ethical working practices, challenging current professional policies and practice
- A6 Design and execute a major project (for example research, intervention, development, service redesign, change management) demonstrating leading edge knowledge and understanding in creative and original work, that is relevant and contributes to practice

3B Intellectual Skills:

- B1 Critically evaluate both quantitative and qualitative research methodologies and data in a variety of practice settings
- B2 Demonstrate a comprehensive knowledge and critical understanding of applicable techniques for research and advanced academic enquiry in their chosen area, and select appropriate methodologies for their study

- B3 Communicate at many different levels, for example through publication and transfer of knowledge and understanding in critical dialogue with others
- B4 Communicate the product of personal and group based learning activities in effective and innovative ways
- B5 Design and execute a major project (for example research, intervention, development, service redesign, change management) demonstrating leading edge knowledge and understanding in creative and original work, that is relevant and contributes to practice
- B6 Achieve personal excellence, and influence the way in which organisations achieve sustainable change

3C Professional/ Practical Skills:

- C1 Develop advanced skills relevant to professional practice, alongside learning achieved through applied research and service development
- C2 Communicate at many different levels, for example through publication and transfer of knowledge and understanding in critical dialogue with others
- C3 Evaluate networking, team building and partnership working as tools in the context of effective professional practice
- C4 Demonstrate reflective, self-critical, flexible and ethical working practices, challenging current professional policies and practice
- C5 Communicate the product of personal and group based learning activities in effective and innovative ways
- C6 Achieve personal excellence, and influence the way in which organisations achieve sustainable change

3D Transferable/Key Skills:

- D1 Develop advanced skills relevant to professional practice, alongside learning achieved through applied research and service development
- D2 Evaluate networking, team building and partnership working as tools in the context of effective professional practice
- D3 Demonstrate reflective, self-critical, flexible and ethical working practices, challenging current professional policies and practice
- D4 Take responsibility for their own work and demonstrate leadership in team and group activity
- D5 Communicate the product of personal and group based learning activities in effective and innovative ways
- D6 Achieve personal excellence, and influence the way in which organisations achieve sustainable change

3E Autonomy, Accountability and Working with Others:

- E1 Effective leadership and team working skills, including cross-cultural sensitivity, team-building and project management in group work situations.
- E2 Planning and time-management: organising and planning work, self-management and independent working.
- E3 Inter-cultural awareness: understanding different perspectives, multi-cultural sensitivity and appreciation and development of a global mind-set.
- E4 Inter-personal skills including questioning and listening, influencing and persuading, advising others and giving feedback.
- E5 Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.
- E6 Exercise substantial autonomy and initiative in professional and equivalent activities.

*Insert the **Strategy for Learning** (Strategy for Learning 2015-2020) for the programme and provide details on how the above Learning Outcomes will be developed, demonstrated and assessed, including how transferable skills are incorporated. This section should also demonstrate how the achievement of the Common Good Attributes (Common Good Attributes) is embedded in the programme.*

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SHEM/D Level STAGE 1

Module Code	Module Title	Credit
MMN225437	Work-based Responsible Leadership	15
MMN225438	Contextualised Strategic Management	15
MMN225431	Creating Contextualised Organisational Value ¹	15
MMN225436	Applied Operations and Analytics for Management Decision-Making ²	15
MMX224307	Research Methods	60
MDN221448	Project Development, Design and Management	60

Exit Award – Professional Masters (Business Administration) 180

SHED Level STAGE 2

Module Code	Module Title	Credit
	Doctoral Thesis	360

Exit Award – Doctorate of Business Administration 540

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

The programme is delivered in full-time and part-time modes. Students studying part-time normally undertake a minimum of 30 credits per Trimester delivered on a block release basis. Students studying full-time normally undertake 60 credits per trimester. Modules are delivered in all three trimesters. The start Trimester is normally A or B with Trimester C as an exception.

Modules are structured to utilise blended learning and are normally comprised of a balance of face to face and online contact to enhance the student experience. Teaching delivery methods can include face to face including Lectures, Seminars, Workshops, Simulations etc. Face-to-face teaching is structured around the work place and real life experience. It is presented as either front-loaded teaching or in a flipped classroom approach. The remaining hours of notional student effort are allocated to online directive activities and assessment.

Students will be supported with the following:

- Student Induction and Transition programmes
- Programme Handbook
- Module Handbooks and Module Descriptors
- Library with access to other local and national library resources
- Learning Development Centre– study skills and support groups/ tutorials (including e-support)
- Personal Tutors
- Student E-mail
- Open access to IT facilities
- Student Services which provides assistance and guidance
- Counselling Service and Disability Service
- International Student Advisors
- Visiting lecturer/ expert presentations
- Employer visits
- Student Staff Consultative Group
- Student representatives on the Programme Board
- Student representation on School Board, Senate and its Standing Committees
- Web-based Learning including GCU Learn (VLE)
- Access to on-line discussion groups and other forms of e-communication

¹ Option slot to allow future offer of module choice

² Option slot to allow future offer of module choice

- GCU Student Association
- GCU Alumni Association

A key support to the blended learning approach to the programme is online delivery. Learning would most commonly be approached on the basis of online directed learning with a clear technology-led structure and a range of activities, supported by GCU Learn (GCU's Virtual Learning Environment (VLE) platform) alongside and supporting an appropriate degree of face-to-face sessions. The online mode of delivery maximises flexible access to materials, feedback and peer engagement throughout the entire programme.

Typically, for online and flexible delivery, students are briefed following registration on how the delivery will operate. Module handbooks include guidance on the delivery mode; handbooks are available online for all cohorts to access. Online engagement would be monitored throughout the programme, but this does not form part of summative assessment. Where engagement levels drop, individual students are contacted to discuss the benefits of the online activities in terms of preparation for assessment. Should engagement issues persist the programme academic adviser is alerted to explore any underlying issues preventing participation. Student Staff Consultative Groups would be run virtually through technologies that are utilised in the teaching and learning of the programme. Communication and interaction with students is an important aspect of teaching online. GCU prides itself on providing strong support for students online and part-time students, and tutors are encouraged to interact with such students in an appropriate way, including through GCULearn announcements, discussion forums, wikis, blogs, Padlet walls and emails. This approach extends to all of the available GCU student information and support services. A personal tutor supports students and those with specific support needs are referred to the appropriate GCU specialist service (e.g. Disability Services). The strategy for the delivery of programme modules is suitable for both an in-attendance mode of delivery and an online mode of delivery. Specifically, the online delivery mode for modules would include the same e-books and materials that are used for the in-attendance mode but these materials would be formatted into structured self-paced interactive e-learning units containing lecture content, embedded interactive tutorial material with solutions and contextual feedback. Group work, presentations and tests are all capable of being delivered virtually through the GCU Learn VLE. In the case of distance learning exams can be delivered at an appropriate exam test centre or, where suitable, online, ensuring at all times that summative assessments are carried out in accordance with GCU Assessment regulations.

Digital content used can include narrated PowerPoints, Camtasia presentations, BlendSpace resources, short videos, quizzes and tests, and in some instances, specially designed information sections embedded within GCULearn. In addition, tools such as Collaborate, blogs, group sites and wikis, as well as resources such as Skype and Padlet, can be used to allow students the opportunity to engage online with each other and with lecturers and guest presenters. Thus, it is possible to enable all students, whatever the mode of delivery, to engage in group work, have access to industry presenters, and provide an interactive experience aligned to the aims of the programmes.

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:

Entry to the programme will normally be on the basis of a candidate having a United Kingdom (UK) Honours degree or equivalent in any discipline, normally at grade 2.2 or above.

Applicants must normally have a minimum of five years' professional experience and normally be in employment.

All students whose first language is not English should meet the minimum language proficiency as stipulated by the wider GCU admissions policy of IELTS 6.5 (no element less than 6.0).

Flexible Entry - Credit Transfer and RPL:

An applicant can seek entry to the programme if they do not have the normal entry requirements, but can demonstrate that they have achieved the prerequisite skills and knowledge through their experience, or informal learning (Recognition of Prior Learning). Applicants may be granted entry with advanced standing, if they can demonstrate equivalence to the learning outcomes of a module. A student can gain credit towards an award through a combination of prior informal and prior certificated learning.

Exemptions may be granted for stage 1 modules as follows:

- Research Methods, if the applicant possesses a Masters in Research or Philosophy or equivalent
- Other stage 1 modules if the applicant possesses a Master of Business Administration or equivalent

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiners' Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy Committee (APPC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Personal Tutor, Year Tutor

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)

- Membership of and involvement with Professional Bodies

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: [GCU Assessment Regulations](#) with the following **approved exceptions**:

The GCU Taught Postgraduate Assessment regulations shall apply to all modules in Stage 1 **except** Project Design Development & Management in which the GCU Regulations for The Award of Research Degrees shall apply. GCU Regulations for The Award of Research Degrees shall apply shall apply to Stage 2.

9. INDICATORS OF QUALITY AND STANDARDS

- Student progression rates
- Student Staff Consultative Meetings
- External Examiner Reports considered at Programme Boards
- Annual Module Monitoring Report of modules to the Programme Board for sharing of good practice and proposed modules enhancements
- Annual Programme Analysis
- The outcome of any Cognate Area Reviews organised by the School and /or University
- The outcome of any University internal quality audit of the programme
- The outcome of any QAA HE subject/institutional review
- Application rates
- Applications through 'word of mouth' recommendations
- Annual student satisfaction questionnaire
- Research publication: conference papers, journal articles, chapters in textbooks
- Consultancy income

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Approved Programme Document
- Programme Handbook
- Student Handbook
- Module Handbook
- University Website <http://www.gcu.ac.uk>
- School Website
- GCU Learn
- University Module Catalogue
- University Prospectus

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 assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: December 2019

CURRICULUM MAP for INSERT PROGRAMME TITLE

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

PSMAP

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules		Programme Outcomes																															
Code	Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5	E6		
LEVEL M	MMN225437	Work-based Responsible Leadership	x	x	x		x		x			x		x	x		x	x	x	x		x		x	x	x	x	x		x		x	
	MMN225438	Contextualised Strategic Management	x	x	x	x	x		x	x	x	x		x	x	x	x	x			x	x			x			x	x			x	
	MMN225431	Creating Contextualised Organisational Value	x	x	x	x	x		x		x	x			x	x	x	x	x			x	x			x			x	x	x		x
	MMN225436	Applied Operations and Analytics for Management Decision-Making	x	x	x	x	x		x	x	x			x	x	x		x		x			x			x	x	x			x	x	x
	MMX224307	Research Methods	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x		x	x			x	x
	MDN221448	Project Development, Design & Management	x	x	x		x	x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
		Doctoral Thesis	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

ASSESSMENT LOADING MATRIX

SHE Level M/D									
Module Code	Module Title	Trimester	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Cw4	Ex1 (Exams Office)	Ex2 (Class Test)
MMN225437	Work-based Responsible Leadership	ABC	15	30	70				
MMN225438	Contextualised Strategic Management	ABC	15	60	40				
MMN225431	Creating Contextualised Organisational Value	ABC	15	100					
MMN225436	Applied Operations and Analytics for Management Decision-Making	ABC	15	100					
MMX224307	Research Methods	AB	60	15	15	30	40		
MDN221448	Project Development, Design & Management	ABC	60	100					
EXIT AWARD: Professional Masters									

SHE Level D									
Module Code	Module Title	Trimester	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
	Doctoral Thesis		360	100					
EXIT AWARD: Doctorate									