# Programme Specification

**University of Cumbria**

| Programme Title and Name of Award | Doctor of Business Administration (DBA) | | |
|---|---|---|---|
| **Academic Level** | 8 | **Total Credits** | 540 |
| **Professional Body Accreditation / Qualification** | Not applicable | | |
| **Date of Professional Body Accreditation** | Not applicable | **Accreditation Period** | Not applicable |
| **UCAS Code** | Not applicable | | |
| **HECoS Code** | **100078** | | |
| **Criteria for Admission to the Programme** | A 1st or 2:1 honours degree or equivalent in a relevant discipline from a recognised university in the UK or comparable university overseas; candidates may also have a masters degree. Please refer to the Applicant Information pages of the University website for more information. By exception, candidates will be considered with evidence of substantial relevant professional experience instead of relevant academic qualifications. This will include business or organisational management or leadership, or related organisational consultancy, appropriate to the proposed research. Candidates will typically have a minimum of five years' experience; however each application will be considered individually. Please refer to the Applicant Information pages of the University website for more information. Applicants for the DBA will be interviewed to determine suitability. The interview and selection process will require candidates to: • Outline the potential to conduct research and write a thesis at doctoral level in a field which matches the areas of expertise available within the Institute of Business, Industry and Leadership and other academic Institutes at the University of Cumbria. • Provide a well-defined personal and professional rationale for undertaking the DBA programme. | | |

|  | • Submit a 2,000 word pre-interview essay, which would be reviewed as part of the interview process. |
|  | For candidates whose first language is not English, they should provide evidence that either they possess an overall IELTS score of at least 6.5 (or an equivalent English language qualification recognised by the University) or evidence that their masters degree was conducted in English such as a sample assignment or chapter from the dissertation. |
|  | **'Arrangements for APCL (Accreditation of Prior Certificated Learning)'** |
|  | Applicants may be considered for APCL toward the DBA programme, provided that they meet the other entry requirements.  To be considered for APCL toward the DBA programme, postgraduate level certificated learning at a grade of 60% (or grade equivalent) or above may permit entry with APCL of no more than 90 credits. For APCL, please refer to the University website where detailed criteria for admission to this programme can be found on the programme webpage. |
|  | Applications for APEL (Accreditation of Prior Experiential Learning) will not be considered for the DBA programme. |
| **Teaching Institution** | University of Cumbria |
| **Owning Department** | Graduate School |
| **Programme delivered in conjunction with** | Institute of Business, Industry and Leadership |
| **Principal Mode of Delivery** | Blended Learning |
| **Pattern of Delivery** | Part-time |
| **Delivery Site(s)** | Ambleside and Lancaster |
| **Programme Length** | Four-five years part-time |
| **Higher Education Achievement Report (HEAR)** | Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR). |
| **Exit Awards** | You may be awarded one of the following Exit Awards if you do not achieve the requirements of the full programme. Exit points: 1.    60 level 7 credits PgC (Business Research); 2.    120 level 7 credits PgD (Business Research); 3.    180 level 7 credits MBR (Master of Business Research). |
| **Period of Approval** | August 2021 to August 2026 |

The University of Cumbria has approved (validated) this programme as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage.

## Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change

- Self-reliant, adaptable and flexible

- Confident in your discipline as it develops and changes over time

- Capable of working across disciplines and working well with others

- Confident in your digital capabilities

- Able to manage your own professional and personal development

- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment

- A leader of people and of places

- Ambitious and proud

## Programme Features

**The University of Cumbria Doctor of Business Administration (DBA)** is a doctoral-level qualification based on a sustained, self-directed applied research project, supported by a collegial team of academic advisors, and reviewed and evaluated via seminars, workshops and taught modules (encompassing formative and summative assessment), submission of a thesis and an oral defence. Specifically designed for experienced practitioners, change agents and leaders in local, regional, national and global business, industry, and other professional and organisational contexts, the Cumbria DBA programme offers an opportunity to engage in part-time executive study and applied postgraduate research leading to the award of a professional doctorate qualification.

The Business School within the Institute of Business, Industry and Leadership (IBIL) is strongly connected to major North West/Cumbria business and sector networks, including: the Carlisle Partnership, the Lake District National Park Partnership, small traders associations, Local Enterprise Partnerships (LEPs) and the Professions' Network of the Deep Adaptation Forum. Members of the DBA academic team sit on the Future Opportunities Group for Copeland Borough Council, the Business and Economic Response and Recovery Group (BERRG) of the Cumbria Local Enterprise Partnership, and the Cumbria Strategic Flood Partnership. Close relations are held with the Institute of Mechanical Engineers North West Group, as well the Business Energy Coast Business Cluster, Institute of Directors North West, and there are long and fruitful partnerships with keystone employers, including BAE Maritime, and Sellafield.

Doctoral students will join a cohort on entry to the programme within which they will remain for the duration of the DBA.  The DBA cohort will form a professional peer community that will make a major

contribution to the learning and research process, sharing the academic experience in a cross-disciplinary environment.

The DBA research project will be relevant to your area of professional practice and personal development, and is expected to encompass innovative application of theory, as well as the development and/or exploration of forward-looking management, leadership, sustainability and other organisational concepts and frameworks within a professional context in business, industry, professions and other organisational settings.

The DBA is the most advanced professional academic programme in business and management education. Focused on business practice candidates will build on their knowledge, skills and expertise to further develop the strategic competences needed by organisational leaders, senior managers and consultants working in dynamic, challenging and often turbulent global-local contexts.

The University of Cumbria DBA programme is cohort based providing a collegiate atmosphere and access to an international network of people working as leaders in a diverse range of sectors.  Each module on the award offers flexible, blended delivery that maximises the benefits of face-to-face learning, digital support, online group seminars and tailored individual tutorials.

The DBA offers a unique balance of critical knowledge and practice-based learning, within a semi-structured educational journey that reflects the capabilities and backgrounds of the typical cohort. The DBA is as critical as any other doctoral programme, and is delivered with appropriate guidance for students whose academic and practice development is framed by a commercial, functional or organisational context. Importantly, students are seeking this context to impact through their applied research. The DBA is distinct, and it would be difficult for any other form of doctoral programme to meet with the expectations and requirements of existing industry executives.

DBA candidates will be supported throughout their studies by a Personal Tutor who will offer overall academic guidance and tutorial support from the time of enrolment on the programme until completion of the doctorate. The DBA programme leader will facilitate access to additional advisory support as appropriate on an allocated basis from other members of the DBA academic team and/or from elsewhere in the University.

The Graduate School supports all aspects of the research student journey from recruitment through supervision, monitoring, progression, assessment, examination and completion. The *Postgraduate Research Code of Practice* and annually updated, individual research degree programme handbooks are provided to all students each academic year through the Blackboard Collaborate virtual learning environment (VLE). The DBA handbook outlines the doctoral research journey and programme requirements to enable candidates to successfully complete the doctorate.

**Outline Structure:**
The DBA will be undertaken on a part-time basis and will typically take five years to complete. All new DBA students are expected to attend a compulsory induction programme.

While Ambleside is the preferred campus base for the DBA, some modules, seminars, workshops and tutorials may be delivered at other UoC campuses. Online options may also be offered to enable DBA researchers distance learning opportunities as and when required.
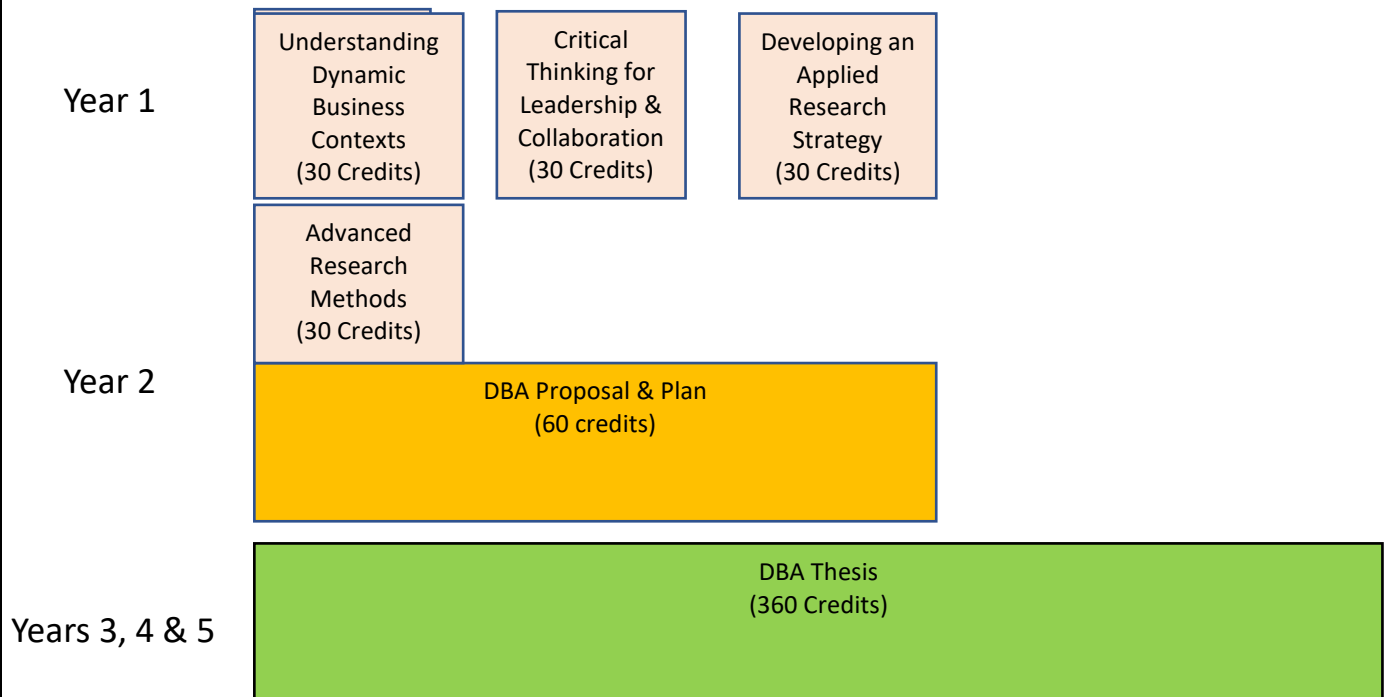
The first two years of the DBA will comprise five core taught modules. The second year of the programme will include a yearlong module on the development of the DBA project/thesis (DBAD7004) concept and proposition, and one taught module (DBAD7003Advanced Research Methods) at the start of the year. The Applied Research Strategy module at the end of Year 1 will initiate discussion on approaches to research and data collection and prepares DBA students for the Advanced Research Methods module in Year 2.

Module DBAD7004 will be assessed via a 10,000-word submission and viva, requiring a minimum mark of 60%. A minimum pass mark of 60% is required to ensure that the student is suitably prepared for the progression to final module DBAD8000 DBA Thesis. A student is permitted to exit

with an MBR if the module is passed at a mark of 50% (or higher) and all other modules have been successfully completed.

The programme is validated for two in-takes per academic year in October and April.

The overall DBA programme structure is outlined below:

| | | | |
|---|---|---|---|
| **Year 1** | Understanding Dynamic Business Contexts (30 Credits) | Critical Thinking for Leadership & Collaboration (30 Credits) | Developing an Applied Research Strategy (30 Credits) |
| **Year 2** | Advanced Research Methods (30 Credits) | | |
| | DBA Proposal & Plan (60 credits) | | |
| **Years 3, 4 & 5** | DBA Thesis (360 Credits) | | |

The DBA proposal and plan to be approved and completed by the end of Year 2.

The Programme Leader will have overall responsibility for the academic quality of the DBA programme and will lead the core DBA academic team. All five modules will be led by members of the academic team who will facilitate learning interactions between DBA candidates and other academics and practitioners who offer contrasting perspectives on business, management, leadership, collaboration, organisational development, other themes, and diverse research philosophies and methodologies. The modules will underpin the individual DBA research projects that each candidate will undertake. Regular seminars and research skills workshops will be offered and form a key part of the DBA programme whilst also allowing for continuous peer review and engagement.

In addition, as a University of Cumbria postgraduate researcher (PgR), you will be offered the opportunity to participate in the Research Skills Development Programme coordinated by the Graduate School. DBA researchers will be encouraged to attend the annual Research Summer School and other research skills development sessions offered by the Graduate School. Other research seminars are organised and provided within Academic Institutes and/or Research Centres. Training on ethics is a mandatory component of all research programmes for students and supervisors.

Successful completion of the five taught modules will be assessed via a series of individual written assignments which will be designed as building blocks towards the final DBA thesis. DBA candidates will undergo two intermediate progression reviews at the end of Y1, and Y2, to monitor and advise on the development of thinking and ideas for the proposed research project and to prepare for desk-based and field research, project/thesis submission and defence by viva voce for the Doctorate.

The final submission for the DBA must contain a written document of 50,000-60,000 words that presents and defends a thesis. A thesis is an intellectual position capable of being maintained by argument. A submission may also take form of a portfolio of evidence (artefacts) that is produced by

the DBA researcher. The portfolio would typically be based on several pieces of work on which the thesis and its defence would be based. A portfolio may include the following examples of annotated artefacts authored, developed and/or produced by the DBA candidate:

- relevant applied research and academic reports, papers or articles
- critical evaluation of an idea/method/approach
- audio recording of a research interview conducted
- video recording of a presentation where a relevant topic is explained
- edited collection of singular artefacts into one artefact

While the DBA portfolio would normally consist of a number of different items of evidence, it must be supported by a scholarly piece of writing that connects the evidence together to make sense of the various individual artefacts.

The DBA offers a valuable professional development opportunity for those with an enthusiasm for learning to gain a professional doctorate, the highest level of professional qualification available in business and management.

The Master of Business Research (MBR) will be offered as a staged exit award (180 credits) linked to the DBA. Other exit award options include: the Postgraduate Certificate (PgC: 60 credits) and the Postgraduate Diploma (PgDip: 120 credits) Business Research. The PgC, PgDip and MBR exit awards will be available for candidates who successfully compete the module assessment requirements for Year 1 and Year 2 respectively. All three exit awards would serve as alternative intermediate qualifications for candidates who are unable to or do not wish to (or who may be advised not to) progress to the full DBA award. The intention would only be to offer these awards, where appropriate, for some students.

The assessment requirements for the MBR exit award would be linked to the successful completion of five modules (three in Y1, two in Y2, including the DBA proposal/plan module). The assignments for the five modules would together constitute a collection of written work (30,000 words) to be considered for a potential MBR exit award. Candidates must have passed all of the modules in Years 1 and 2 to be eligible for this award.

The MBR exit award could also be an alternative outcome of the DBA viva voce, with the candidate being awarded the degree of MBR subject to the presentation of the thesis amended to the satisfaction of the examiners, and provided that the candidate clearly satisfies the requirements for the MBR.

The MBR would only be awarded to a candidate who, having critically investigated and evaluated an approved topic, and demonstrated an understanding of business research methods appropriate to the chosen topic, has presented the DBA proposal/plan and defended it at an or oral examination to the satisfaction of the examiners. Provided a candidate has satisfied all requirements for the award of MBR, the examiners may recommend this award.

## Aims of the Programme

The DBA programme offers an opportunity for doctoral-level study, alongside relevant professional development. The DBA is specifically designed for practicing managers, leaders, change agents and organisational consultants who aspire to enhance their understanding of management, leadership, collaboration and organisational strategy beyond the Master's degree level. Professional doctorates aim to develop an individual's professional practice and to support them in making a contribution to

professional knowledge. Doctoral degrees are awarded for the creation and interpretation, construction and/or exposition of knowledge, which extends the forefront of a discipline, usually through original research.

The DBA programme aims to broaden participants' professional knowledge and aspirations, hone their critical thinking, strategy-development and problem-solving skills, and to equip them with expertise to conduct independent research on current and future challenges and opportunities facing organisations. Learning via taught modules, tutorials and seminars, and the critical application of rigorous research methods, will enable participants to learn how to lead change more effectively, to make better strategic decisions and to enhance organisational accountability and sustainability in fast-evolving, diverse global-local contexts.

The DBA will enable you to:

- Design and conduct an investigation into a management, leadership or collaboration question (or a more specific professional issue), the outcomes of which make a significant and demonstrable contribution to both relevant knowledge, theory and professional knowledge and practice

In addition, the DBA programme aims to enable you to:

- Critically assess, select and implement appropriate research methodologies and methods within complex business, management, leadership or more specific professional contexts

- Synthesise, interpret and rigorously apply relevant theoretical frameworks and research findings in relation to complex business, management and leadership contexts and issues

- Develop high level analytical and conceptual skills, facilitating questioning and critical debate about established theoretical orthodoxy and challenges to such orthodoxy

- Engage in and manage a process of high level critical reflective personal and professional development leading to the enhancement of your own professional practice and performance within a work context or specific domain

- Improve the effectiveness of your organisation and those who work in it, as well as enhancing other key stakeholder relationships.

The DBA is undertaken on a part-time basis and will normally take four-five years to complete. It will be organised around a series of five taught modules, facilitated by specialised academics and practitioners who offer contrasting perspectives on management and leadership philosophies and theories, collaboration, organisational development and methodologies in management and leadership research. The taught modules and tutorials/seminars underpin the development of the individual research project that each participant undertakes as the focus of their studies whilst also allowing for continuous peer review and engagement. DBA researchers are supported throughout their studies by a personal tutor who will offer academic support and guidance from the time of enrolment on the programme until completion of the Doctorate. DBA researchers will be required to pass two intermediate progression points on the programme at the end of Year 1, and 2 in order to monitor and advise on the development of knowledge and research skills, and to prepare candidates for the research project and thesis write-up in the remaining three years of the DBA programme.

The final submission for the DBA must contain a written document of 50,000-60,000 words that presents and defends a thesis. A thesis is an intellectual position capable of being maintained by argument. A DBA submission may also contain or comprise other works on which the thesis and its defence are based.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

Positioned at the highest level of the FHEQ of UK Degree-Awarding Bodies (level 8 in England, Wales and Northern Ireland, and level 12 in Scotland), the DBA is an award which fully meets the qualification descriptor for this level. All UK doctorates, including DBAs, require candidates to produce an output that demonstrates an original contribution to knowledge in their subject, field or profession, through original research or the original application of existing knowledge or understanding.

At **Level 8 (Doctorate Level)**, you will be able to demonstrate that you have the ability to:

1. Create and interpret new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication

2. Systematically acquire and understand a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice

3. Conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems

4. Understand and apply relevant techniques for research and advanced academic enquiry.

**Typically, you will be able to:**

5. Make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences

6. Undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

**You will also have:** The qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

**Programme Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following:

**A Knowledge and Understanding**

A1: a critical understanding of applied research paradigms, philosophical issues, methodologies and methods applicable in business, management, leadership and wider professional contexts

A2: a critical understanding of the applied research process and the creation and interpretation of new knowledge through empirical research and advanced level scholarship

A3: a critical understanding, synthesis, and evaluation of a substantial body of theoretical, practitioner and research knowledge related to the field of study

A4: contribute new knowledge and understanding of key disciplinary and interdisciplinary theory, practice and research relevant to your professional field, workplace context and chosen focus

## Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

**B Subject-specific Skills**

B1: an ability to design and implement an appropriate programme of applied research and defend its rationale

B2: an ability to critically analyse and synthesise the complexities associated with business, management, leadership, collaboration, organisational development, and related professional issues, the linkages between them and their application to different organisational and social contexts

B3: an ability to write up the research in the form of a Doctoral thesis and to provide an oral defence of the research

**C Thinking & Analytical Skills**

C1: an ability to critically analyse information and make informed judgements in relation to the complex issues relevant to advanced practice and research in management, leadership, collaboration and organisation

C2: an ability to synthesise ideas in order to develop and communicate and debate alternative explanations and hypotheses

C3: an ability to critically develop well-evidenced and argued conclusions and recommendations informed by critical argument and debate

**D Employability Skills and Personal Development Attributes**

D1.an ability to undertake research, working independently in complex, volatile and uncertain environments

D2. an ability to reflect upon and critically assess your own professional practice and behaviour in order to underpin your own future professional development and effectiveness

## External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The programme has been developed with reference to the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland, the QAA Status of the Doctorate of Business Administration (DBA) in the UK, and to the VITAE Researcher Development Framework.

Other external reference points include:

- Association of MBAs (AMBA)
- European Quality Improvement System (EQUIS)
- Association to Advance Collegiate Schools of Business (AACSB)

These are the three internationally recognised Doctor of Business Administration (DBA) accreditation agencies. The AMBA accredits individual DBA programmes whereas EQUIS and AACSB accredit whole institutions with all of its business/management academic programmes accredited, including any doctoral programmes.

Internal reference points include:

- UoC Strategic Plan
- UoC Learning, Teaching and Assessment Strategy
- UoC Academic Regulations and Academic Procedures and Processes

## Graduate Prospects

The DBA offers high-level business, management and leadership knowledge, analytical proficiency and the development of applied research skills to professionals who are seeking senior management or leadership positions in their chosen business, industry or organisational contexts. Examples of typical career progression routes for DBA graduates include: C-level executives in the business and voluntary sectors, senior management consultants, business/management school leaders and academics, research analysts, etc.

## Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity and inclusion. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

The approach to teaching and learning on the DBA is aligned with the UoC's Learning and Teaching Strategy (2017-2022) that highlights key themes of employability and the creation of a professionally-relevant learning environment, as well as the UoC vision of being "recognised as a catalyst for individual and regional prosperity and pride with national and international relevance, reach and impact."

To that end the DBA programme adopts an applied learning philosophy that impacts on teaching, learning and assessment, nurturing a reflective, experiential process that develops your critical thinking, problem solving, interpersonal and creative skills giving you the 'tools' with which to demonstrate your management and leadership capabilities.  This philosophy places you at the centre of the educational experience, helping to develop your learner identity and allowing you to bridge the gap between academic thinking and real-world experience through examining causality, contrasting theory with practice and inviting alternative perspectives.

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

**Learning and Teaching**

A key belief underpinning the programme is that all students are individual learners, with individual needs. The learning and teaching approach across the DBA programme is reflective of a staff-student partnership to help develop each student's professional learning and research capabilities, autonomy and independence as critical thinkers.

The programme will reflect the university's learning contexts in the enactment of our curriculum offer through:

- Campus-based and off campus learning experiences, enhanced through the use of technology and active learning contexts;

- Online, at-a-distance learning utilising full range of UoC digital resources and supported communication through learning technology supported by Blackboard interactive learning and repository facilities.

A variety of teaching and learning methods are employed throughout the programme to ensure students acquire and develop appropriate concepts, knowledge, professional and personal skills. These include traditional methods such as workshops and seminars as well as more experiential methods such as problem-based learning, discussions and debates. At L8 (DBA) the supervisory team will support students through face-to-face meetings, via phone or skype/other electronic communication modes as appropriate.

Throughout the programme, students are expected and encouraged to be active and reflective in their learning and to apply current thinking to their practice and research.

**Formative and Summative Assessment**

The assessment methods:

- are designed to provide a creative and balanced strategy across the programme
- enable the valid testing of the programme learning outcomes
- are optimised for the modes and patterns of programme delivery
- promote the concept of 'assessment for learning' to enable the development of independent and autonomous thinkers, capable of significant research
- are relevant to the needs of the organisation and workplace, allowing for authentic assessment and effective feedback to enable student success, and for the progressive development and implementation of high-level research skills.

## Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your full potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

**Preparing for Postgraduate (PG) Study**

This online pre-entry Master's level programme is available free of charge through the Open Education Platform powered by Blackboard. It provides a useful insight into the academic

requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the programme simply follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the programme free of charge and work through it at your own pace.

**Induction**

The DBA programme-specific orientation is embedded into the DBA Year 1 cohort induction programme and is augmented via individual support from the DBA researcher's allocated Personal Tutor.

Each member of a cohort is expected to attend a compulsory induction programme entitled 'Opening the Conversation on the Research Journey'. This will be offered via a series of online sessions followed by a face-to-face one-day programme on the Ambleside campus immediately prior to the first module.

**Personal Tutor**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, progress reviews and other support.

**Personal Development Planning**

Personal development planning (PDP) has been embedded into the programme using the VITAE Researcher Development Framework and the pillars of leadership drawing on a number of key texts and expert views throughout the programme.

**Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically using the University's online reading and resource list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your programme and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

**IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we are always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

DBA candidates should also have good access to their own off-campus IT facilities, hardware, software and broadband.

**Student Support Services**

Student Support Services offer a wide range of support, including careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies.  We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

**Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

| Programme Curriculum Map | | | | | |
|---|---|---|---|---|---|
| Academic Level | Module Code | Module Title | Credits | Module Status* | Programme Outcomes achieved |
| 7 | DBAD7000 | Understanding Dynamic Business Contexts | 30 | Core | B1, C1, C2 |
| 7 | DBAD7001 | Critical Thinking for Leadership & Collaboration | 30 | Core | A1, B1 |
| 7 | DBAD7002 | Applied Research Design | 30 | Core | A3, B1, C1, D2 |
| 7 | DBAD7003 | Advanced Research Methods | 30 | Core | A1, A2, C2, D1 |
| 7 | DBAD7004 | DBA Thesis Proposal and Plan | 60 | Core | A1, A2, A3, A4, B1, B2, C1, C2, D1 |
| 8 | DBAD8000 | Doctor in Business Administration | 360 | Core | A1, A2, A3, A4, B1, B2, B3, C1, C2, C3, D1, D2 |

**Notes**

The award of Doctor of Business Administration (DBA) is by thesis or equivalent (50,000-60,000 words), and the student is subject to a *viva voce* examination.  The possible outcomes for this assessment are in the Postgraduate Research Assessment regulations and the Programme Handbook.

The minimum pass mark for DBAD7000, DBAD7001, DBAD7002, and DBAD7003 is 50%, and 60% for DBAD7004 (for progression to DBAD8000). None of the modules are eligible for compensation.

On successful completion of 180 credits and if you are not continuing to the DBA, you can exit with a Master of Business Research (MBR).

You may be awarded one of the following awards if you do not achieve the requirements for the MBR exit award:

- 60 credits at L7 PgC (Business Research)
- 120 Credits at L7 PgD (Business Research)

| * **Key to Module Statuses** | |
| --- | --- |
| Core Modules | Must be taken and must be successfully passed |
| Compulsory Modules | Must be taken although it may possible to compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed) |
| Optional Modules | Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed) |
| Qualificatory Units | These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme |

| Module Code | Module Title | Delivery Pattern | | Method(s) of Assessment | Approximate Assessment Deadline |
|---|---|---|---|---|---|
| | | Spring Cohort | | | |
| DBAD7000 | Understanding Dynamic Business Contexts | Year 1 Spring | | 5000 word summative | |
| DBAD7001 | Critical Thinking for Leadership and Collaboration | Year 1 Summer | | 5000 word summative | |
| **Students exiting at this point with 60 credits would receive a PgC Business Research** | | | | | |
| DBAD7002 | Applied Research Design | Year 1 Autumn | | 5000 word summative | |
| DBAD7003 | Advanced Research Methods | Year 2 Spring | | 5000 word summative | |
| **Students exiting at this point with 120 credits would receive a PgDip Business Research** | | | | | |
| DBAD7004 | DBA Thesis Proposal and Plan | Year 2 | | 10,000 word + viva voce summative | |
| **Students exiting at this point with 180 credits would receive an MBR** | | | | | |
| DBAD8000 | DBA Thesis | Year 3 – Year 5 | | 50,000-60,000 word + viva voce summative | |
| **Students exiting at this point with 540 credits would receive a DBA** | | | | | |

(Header row: **Programme Delivery Structure: April 2021 Part time by block delivery**)

| Module Code | Module Title | Delivery Pattern | Method(s) of Assessment | Approximate Assessment Deadline |
|---|---|---|---|---|
| | | **Autumn Cohort** | | |
| DBAD7000 | Understanding Dynamic Business Contexts | Year 1 Autumn | 5000 word summative | |
| DBAD7001 | Critical Thinking for Leadership and Collaboration | Year 1 Spring | 5000 word summative | |
| **Students exiting at this point with 60 credits would receive a PgC Business Research** | | | | |
| DBAD7002 | Applied Research Design aboration | Year 1 Summer | 5000 word summative | |
| DBAD7003 | Advanced Research Methods | Year 2 Autumn | 5000 word summative | |
| **Students exiting at this point with 120 credits would receive a PgDip Business Research** | | | | |
| DBAD7004 | DBA Thesis Proposal and Plan | Year 2 | 10,000 word + viva voce summative | |
| **Students exiting at this point with 180 credits would receive an MBR** | | | | |
| DBAD8000 | DBA Thesis | Year 3– Year 5 | 50,000-60,000 word + viva voce summative | |
| **Students exiting at this point with 540 credits would receive a DBA** | | | | |

*(Table heading: Programme Delivery Structure: September 2021 Part time by block delivery)*

| Methods for Evaluating and Improving the Quality and Standards of Learning | |
|---|---|
| **Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods** | • Programme Validation and Periodic Review<br>• Annual Monitoring<br>• Peer Review of Teaching<br>• External Examiner Reports<br>• Student Success and Quality Assurance Committee<br>• Research Degrees Sub-Committee |
| **Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.** | • PgR representatives' meetings<br>• Programme Evaluation: Postgraduate Research Experience Survey (PRES) - biannual<br>• Module evaluations<br>• Programme tutorials<br>• Feedback from External Examiner |

| | |
|---|---|
| **Date of Programme Specification Production:** | July 2020 |
| **Date Programme Specification was last updated:** | December 2023 |
| **For further information about this programme, refer to the programme page on the University website** | |

| | |
|---|---|
| **The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK** | |
| **Is the placement requirement more than 50% of the programme?** | No |

The programme is part time for those working in business, management, leadership and other professional roles. Overseas students will require a short-term study visa to attend in person UK based face to face teaching, workshops and seminars. Microsoft Teams will also be utilised for seminars and workshops.