UNIVERSITY OF WOLVERHAMPTON

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Business and Law		
Course Code(s):	BU110V01UM BU110V31UM	Full-time Part-time	3 Years 5 Years
Course Title:	Professional Doctorate in Business Administration (DBA)		
Hierarchy of Awards:	Doctorate of Business Administration Business Administration Postgraduate Diploma Business Administration Postgraduate Certificate Business Administration University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	13/Jan/2025		
Last Review:			
Course Specification valid from:	2023/4		
Course Specification valid to:	2029/0		

Academic Staff

Course Leader:	Harjit Sekhon
Head of Department:	Mrs Emma Edwards

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

DBA:

Entry requirements are set out in the Regulations for the Degree Award of Professional Doctorates. They state that an applicant for a research degree shall normally hold either:

- a first or upper second-class honours degree, or
- a master's degree, or
- evidence of prior practice or learning that is accepted by the Dean of Research

Recognition of prior learning is possible for students who already have a Master's degree in a Business Discipline which can be given against level 7 modules only. Application for RPL is subject to the university published guidelines and must be made on application.

Applicants must demonstrate proficiency in English at least to the level of an IELTS score (or equivalent) of 7.0, with no individual element less than 6.0. The only exemption to this is for students who are not required to do so as per UKVI regulations: https://www.gov.uk/student-visa/knowledge-of-english

Distinctive Features of the Course:

The University of Wolverhampton Business School has more than 80 years of experience delivering research informed business education relevant to business and management practice. We have a high-quality doctoral programme that is focused on supporting research students to produce theoretical and applied research that is at the frontier of business knowledge.

The research-active staff in the five research clusters based in the Management Research Centre provide a highly research-focused environment, which informs both research training, and practice as well as the staff and the students' own research projects. Students will be able to attend internally run Business School Conferences which will help develop students' networks, contributing to critically informed research community and support personal development.

This course will enable you to develop high-level research and application skills in an area of business of your choice, and to develop a unique and highly focused research project which adds to the knowledge-base of your business discipline.

The DBA programme leads to a highly recognised doctoral level qualification, enabling you to build your research credentials while advancing your professional practice in management. Your doctoral studies will be specific to you and your working role: you will undertake independent research in the area relevant to your professional practice and academic development and advance your knowledge which can be harnessed to improve your own organisation's performance

This innovative and transformative doctoral journey is designed for seasoned professionals seeking to elevate their leadership capabilities and make a lasting impact in the world of business. Our DBA program stands out for its distinctive features, offering a unique blend of academic rigor, practical relevance, and a global perspective.

The DBA emphasizes applied research, guiding students in the exploration of real-world business challenges. This program is not just about theory; it's about creating tangible solutions that can drive organizational success.

Recognizing the diverse backgrounds and career goals of our students, our DBA program offers customizable learning paths. Tailor your coursework to align with your professional aspirations, ensuring that your doctoral journey is both relevant and personally meaningful.

They join a dynamic cohort of experienced professionals, creating a rich learning environment where you can engage with peers who bring diverse perspectives from various industries and regions. The executive cohort model fosters a collaborative atmosphere conducive to networking and knowledge exchange.

The aim is to develop a programme that can help students bridge the gap between theory and practice through our industry-embedded learning approach. Collaborate with leading organizations on real projects, providing you with hands-on experience and a chance to apply your research findings directly to business challenges.

Students will learn from a distinguished faculty with a wealth of academic expertise and practical experience in the business world. Our faculty members are dedicated to guiding you through your research journey and helping you develop the skills needed to lead with confidence.

In addition to academic coursework, our DBA program integrates professional development modules, focusing on essential leadership skills such as strategic thinking, decision-making, and effective communication. These modules are designed to complement your research and enhance your overall leadership capabilities. Students can benefit from ongoing networking opportunities, mentorship programs, and events that connect you with leaders and fellow alumni.

The DBA program aims to enhance students' abilities to communicate complex ideas and research findings to both academic and practitioner audiences, fostering the dissemination of knowledge within and beyond the academic community. The DBA program aims to create a community of professionals who, upon graduation, continue to collaborate, share insights, and contribute to the advancement of business knowledge and practice

Many DBA graduates transition into executive leadership roles, such as Chief Executive Officer (CEO), Chief Financial Officer (CFO), or Chief Operations Officer (COO). Research indicates that individuals with advanced degrees, including a DBA, are often preferred for top leadership positions (source: Harvard Business Review). DBA graduates often pursue careers in management consultancy, leveraging their research skills and strategic acumen to provide valuable insights to businesses. Consulting firms actively seek individuals with advanced business qualifications, as highlighted by reports from major consulting agencies. Universities and research institutions frequently seek DBA graduates to join their faculty and contribute to academic research. Graduates can engage in teaching, mentorship, and research activities, as evidenced by the career paths of DBA alumni in prestigious academic institutions

1. Professional Focus:

- Application-Oriented: The program is designed for senior professionals aiming to apply advanced research to solve real-world business challenges. Emphasis is placed on the practical application of theory rather than purely academic research.
- Industry Integration: Strong links with industry, including partnerships with businesses, opportunities for consulting projects, and guest lectures from industry leaders.

2. Research with Impact:

- Practice-Based Research: Students are encouraged to conduct research that directly impacts their organization or sector, leading to immediate and tangible benefits.
- Impact-Oriented Dissertation: The dissertation or final project is often a comprehensive report

addressing a significant business problem, integrating research findings into strategic decision-making.

3. Flexible Learning Structure:

- Modular Design: The program is delivered in a modular format, allowing students to balance studies with their professional commitments.
- Blended Learning: A mix of face-to-face and online learning, accommodating working professionals, with intensive workshops or seminars to foster peer interaction and collaboration.
- Part-Time Options: Typically, the program offers part-time study options, enabling professionals to continue working while completing their doctorate.

4. International Perspective:

- Global Business Focus: The curriculum often includes a strong emphasis on global business issues, preparing students to operate in an international context.
- Diverse Cohort: A diverse student body with participants from various industries and countries, enriching the learning experience through cross-cultural and cross-sectoral perspectives.

5. Expert Supervision and Mentorship:

- Industry-Experienced Faculty: Supervision by faculty who have significant industry experience as well as academic credentials, providing a bridge between theory and practice.
- Mentorship Programs: Access to mentors from the business community, offering additional guidance and networking opportunities.

6. Leadership

- Strategic Leadership Focus: Courses designed to enhance strategic thinking, leadership skills, and decision-making capabilities at the highest levels of business.

7. Ethical and Sustainable Business Practice:

- Sustainability Integration: Emphasis on ethical leadership and sustainable business practices, preparing students to lead responsibly in a rapidly changing world.

8. Rigorous Academic Standards:

- Doctoral-Level Rigor: Despite its professional orientation, the DBA maintains high academic standards, with a requirement to contribute original knowledge to the field of business.
- Peer-Reviewed Publications: Encouragement to publish research findings in peer-reviewed journals, blending academic rigor with practical relevance.

9. Networking Opportunities:

- Alumni Networks: Access to a global alumni network that can provide ongoing support, networking opportunities, and career advancement resources.
- Business Conferences and Seminars: Opportunities to present research at conferences, participate in seminars, and engage with the broader academic and professional community.

10. Recognition:

- Recognised Qualification: The DBA is a recognized qualification in the UK and internationally, often viewed as equivalent to a PhD in terms of academic standing, but with a stronger practical focus.

Induction.

During the first block of teaching students will be introduced to the Course by the Program lead. All student essential information will be covered including, what to expect and where to find resources and support, enrolment, digital resources and apps, booking appointments with a tutor, academic integrity and regulations.

Educational Aims of the Course:

Develop a comprehensive understanding of advanced theories and concepts in business and management, equipping students with the depth of knowledge necessary for leadership roles in complex organizational environments We will cultivate your critical thinking skills and a rigorous research mindset. The DBA program aims to empower students to critically evaluate existing theories, methodologies, and business practices, and to contribute new knowledge through original research. The DBA program emphasizes the development of research skills that have immediate applicability in addressing complex issues faced by organizations.

The DBA seeks to enhance students' ability to lead and drive change within organizations by integrating theoretical insights with practical, strategic decision-making skills. This course is designed so that it will encourage students to make tangible contributions to business practice. The DBA program aims to empower graduates to bridge the gap between academic theory and real-world applications, creating positive impacts on organizational strategies and operations.

This course has the following aims. You will:

1. Engage in applied professional development that enhances your practice through both a reflective and reflexive approach

2. Develop original knowledge about professional practice through application of appropriate business research methods

3. Contribute to evidence-based practice in your profession.

Intakes:

September

January

May

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2022/3	H	Full Time	£7995.00
2022/3	Overseas	Full Time	£14450.00
2023/4	H	Full Time	£8395.00
2023/4	Overseas	Full Time	£15450.00
2024/5	H	Full Time	£8815.00
2024/5	Overseas	Full Time	£15950.00
2025/6	H	Full Time	£9088.00
2025/6	Overseas	Full Time	£16950.00
2025/6	H	31	£4544.00
2025/6	Overseas	31	£8475.00
2026/7	H	Full Time	£
2026/7	Overseas	Full Time	£18645.00
2026/7	H	31	£
2026/7	Overseas	31	£9323.00

PSRB:

None

Course Structure:

January (Full-time)

Module	Title	Credits	Period	Type
7MG009	Critical Reflective Practice for Leadership	30	SEM2	Core
7BU058	Leadership and Digital Transformation Strategy	30	SEM2	Core

January (Part-time)

Module	Title	Credits	Period	Type
7MG009	Critical Reflective Practice for Leadership	30	SEM2	Core

January (Full-time)

Module	Title	Credits	Period	Type
7MK038	Strategic Marketing and Digital Communication	30	SEM1	Core
7BU049	Business Intelligence and Analytics for Managers	30	SEM1	Core

January (Part-time)

Module	Title	Credits	Period	Type
7MK038	Strategic Marketing and Digital Communication	30	SEM1	Core

January (Full-time)

Module	Title	Credits	Period	Type
8BU002	Advanced Research Methods in Business	60	CRYRA	Core
8BU003	The Research Proposal	60	CRYRA	Core

January (Part-time)

Module	Title	Credits	Period	Type
7BU058	Leadership and Digital Transformation Strategy	30	SEM2	Core

January (Part-time)

Module	Title	Credits	Period	Type
7BU049	Business Intelligence and Analytics for Managers	30	SEM1	Core

January (Full-time)

Module	Title	Credits	Period	Type
8BU004	Doctoral Thesis	300	CRYRA	Core

January (Part-time)

Module	Title	Credits	Period	Type
8BU002	Advanced Research Methods in Business	60	CRYRA	Core

January (Part-time)

Module	Title	Credits	Period	Type
8BU003	The Research Proposal	60	CRYRA	Core

January (Part-time)

Module	Title	Credits	Period	Type
8BU004	Doctoral Thesis	300	CRYRA	Core

May (Full-time)

Module	Title	Credits	Period	Type
8BU002	Advanced Research Methods in Business	60	CRYRA	Core

May (Full-time)

Module	Title	Credits	Period	Type
8BU003	The Research Proposal	60	INYR	Core

May (Full-time)

Module	Title	Credits	Period	Type
8BU004	Doctoral Thesis	300	CRYRA	Core

May (Part-time)

Module	Title	Credits	Period	Type
8BU002	Advanced Research Methods in Business	60	CRYRA	Core

September (Full-time)

Module	Title	Credits	Period	Type
7MG009	Critical Reflective Practice for Leadership	30	SEM2	Core
7BU058	Leadership and Digital Transformation Strategy	30	SEM2	Core
7MK038	Strategic Marketing and Digital Communication	30	SEM1	Core
7BU049	Business Intelligence and Analytics for Managers	30	SEM1	Core

September (Part-time)

Module	Title	Credits	Period	Type
7MG009	Critical Reflective Practice for Leadership	30	SEM2	Core
7MK038	Strategic Marketing and Digital Communication	30	SEM1	Core

September (Full-time)

Module	Title	Credits	Period	Type
8BU002	Advanced Research Methods in Business	60	YEAR	Core
8BU003	The Research Proposal	60	YEAR	Core

September (Part-time)

Module	Title	Credits	Period	Type
7BU049	Business Intelligence and Analytics for Managers	30	SEM1	Core
7BU058	Leadership and Digital Transformation Strategy	30	SEM2	Core

September (Full-time)

Module	Title	Credits	Period	Type
8BU004	Doctoral Thesis	300	YEAR	Core

September (Part-time)

Module	Title	Credits	Period	Type
8BU002	Advanced Research Methods in Business	60	YEAR	Core

September (Part-time)

Module	Title	Credits	Period	Type
8BU003	The Research Proposal	60	YEAR	Core

September (Part-time)

Module	Title	Credits	Period	Type
8BU004	Doctoral Thesis	300	YEAR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

Reference Points:

QAA Doctoral Degree Characteristics. September 2011. Available at https://www.qaa.ac.uk/docs/qaa/quality-code/doctoral-degree-characteristics-statement-2020.pdf?sfvrsn=a3c5ca81_14

Fell, T., Flint, K. & Haines, Ian (2011) Professional Doctorates in the UK 2011. UK council for Graduate Education.

Chartered Association of Business School Ethics Guide in Business Research https://charteredabs.org/publications/ethics-guide-2015-advice-guidance/

Framework for Higher Education Qualifications. Available at http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp

UK Quality Code for Higher Education https://www.qaa.ac.uk/quality-code

Qualifications and Credit Frameworks https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks

Subject Benchmark Statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements

University Policies and Regulations

Equality Act (2010)

Research Degree Regulations - University of Wolverhampton

Bye-Law-5-June-2016.pdf (wolverhampton.ac.uk)

Overview of Assessment:

Learning Outcomes	Modules
DOC01 Substantial critical investigation and evaluation of a topic or set of related topics resulting in an independent and original contribution to practice and understanding in the field to which the topic belongs, and which is expressed in a work of publishable quality.	8BU004 Doctoral Thesis 8BU004 Doctoral Thesis 7BU049 Business Intelligence and Analytics for Managers 7BU058 Leadership and Digital Transformation Strategy 7MG009 Critical Reflective Practice for Leadership 7MK038 Strategic Marketing and Digital Communication
DOC02 Originality is demonstrated through the discovery of new facts or methodologies, through subjecting known facts or methodologies to new insights derived from investigation, and/or through the revision, confirmation or adaptation of existing theories or methodologies to the new circumstances described in the thesis	8BU004 Doctoral Thesis 7BU049 Business Intelligence and Analytics for Managers 7BU058 Leadership and Digital Transformation Strategy 7MG009 Critical Reflective Practice for Leadership 7MK038 Strategic Marketing and Digital Communication
DOC03 Evidence of systematic, thorough, current and detailed knowledge of the specific subject area of the research as well as the general context in which that subject area is located.	8BU002 Advanced Research Methods in Business 8BU003 The Research Proposal 8BU004 Doctoral Thesis
DOC04 Evidence of knowledge of an appropriate range of research methodologies and a critical evaluation of their merits.	8BU002 Advanced Research Methods in Business 8BU003 The Research Proposal 8BU004 Doctoral Thesis
DOC05 Evidence of an ability to develop new hypotheses or research questions that have the capacity to extend the frontier of knowledge of the discipline.	8BU003 The Research Proposal 8BU004 Doctoral Thesis
DOC06 Evidence of an ability to design, plan and implement a research programme to test, explore and evaluate these hypotheses or questions.	8BU002 Advanced Research Methods in Business 8BU004 Doctoral Thesis

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

The teaching for the DBA will be delivered by block study during the first week of each semester.

All teaching content is supplemented by online content. All online content will be as interactive as possible with a view to making all modules as interesting, interactive and student focused as possible. Flexible and interactive e-learning opportunities will be a feature of learning. Personal reflection and collaborative learning will be vital components of this course.

Delivery methods will include, for example, short knowledge-focused videos, interviews and recorded group discussions, asynchronous workshops, podcasts. Additionally, you will be provided with supplemental reading lists, video resource links and general supporting information.

The course will make use of techniques such as case studies, problem solving activities, discussions (both structured and unstructured), action learning sets, evaluation of online and documentary

resources and guest speaker inputs.

You will be expected, and directed, to read from a range of sources, including academic journals, and you will work autonomously as well as interactively within group exercises.

Where appropriate, guest speaker inputs and real-time (as opposed to textbook) case-based activities will add a practical dimension to the learning process. You are encouraged to participate in the online postgraduate community for presenting and discussing your dissertation topics, methods and outcomes.

All modules will offer regular opportunities are for formative feedback in-class and online. For summative assessments on modules with more than one tutor a marking rubric is used to ensure consistency and you will receive summative feedback via Canvas within four working weeks of submission. Your feedback may be written, oral or audio-visual in nature.

Summative assessments might include essays, poster development, proposals, ethics applications, case studies, quantitative and qualitative analyses, literature review, report writing, short answer questions and demonstration of the ability to develop and deliver online presentations.

You will receive feedback within four working weeks of an assessment submission. This feedback will be received within Canvas and may be in written or audio-visual format.

Students will undertake during the programme of study the Annual Performance review which commences in year 3 for Full time students and year 5 for part time students. The purpose of the Annual Progress Review is to decide if: a) the student is actively engaged on the research programme and is making good progress. b) the minimum expectations for supervisory contact have been met. c) the student is likely to achieve the academic standards of the degree for which registered. d) the student is likely to gain their award within the normal permissible time scales. e) all issues raised by any previous APR have been successfully addressed. The APR should include a summary of progress made and an indicative programme for the following year's work and highlight any problems the student wishes to bring to the attention of their Director of Studies and/or the RSB. Students are expected to present evidence of the progress that they have made towards their thesis/draft thesis.

Appendix-5---The-Annual-Progress-Review-(APR)-Process.pdf (wolverhampton.ac.uk)

Doctoral Level Independent Research:

Presentation of a doctoral thesis of a maximum of 60,000 words upon which you will be further examined by viva voce under standard University of Wolverhampton regulations. The viva may include a presentation followed by questions.

Inclusivity

The modules are developed with Universal Design in mind, and to meet all accessibility standards. For instance, downloadable transcripts will be provided for all the videos – these may be created by Panopto and then edited into a useable text or may be scripted by the author in advance of the recording. We will also ensure that there are adequate descriptions provided all of graphs, charts, images etc used in PowerPoint slides included in the transcripts. There will also be alternative text for all graphics used in page, and we will ensure that all documents, PDFs etc are formatted to best be used by screen readers.

Research examples, learning artefacts and resources are drawn from a wide range of business cultures and contexts representing our diverse and international community.

Assessment Methods/Assessments:

Further Information for Student:

General University support:

A wide range of online resources is available to University of Wolverhampton partner students via the University Library. This includes e-books, e-journals and databases, within the terms of our licences. For advice on using our library services and resources remotely, please visit Students Based Off Campus.

The Library also provide students with academic skills support via the Skills for Learning programme. This support includes online guidance, sign-up online workshops and online 1:1 appointments. Our online Library chat service, Library Assist is available 24/7.

The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/ . If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Course Specific Support

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their faculty and the wider University. You can find out who your personal tutor is by visiting e:Vision.

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you in person, or via MS Teams. A list of module leaders is available in your Course Guides, along with their contact details.

Course leaders

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice. To maintain continuity and support to you, they are supported by a deputy.

Peer support and student reps

As a course team, we do all that we can to foster a supportive environment whereby, in addition to the support of staff, students can also support one another. Course representatives are nominated for each cohort who can feedback any concerns from the student body to the course management team; this is done through regular course management committee meetings in which actions are agree to address any relevant issues.

Research supervisor

You will be allocated to a research supervisor at the start of your thesis study. Your supervisor will advise and guide you throughout the independent study module. You are reminded that this is an independent study module, and you are required to take an active part in this relationship – from planning meetings and setting agendas, through to planning your time and making sure you are aware when your supervisor is available to support you.

Faculty Student Enabling Tutor

The Faculty Student Enabling Tutor (FET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Currency:

Personalisation Opportunities:

Employability in the Curriculum/Employability and Professional Development:

Participation on this programme will enhance your professional leadership practice as well as management and business expertise of all candidates. As a successful graduate you would be expected to take a leading role in developing excellence in organisational leadership and management in a range of sectors and professional contexts including consultancy.

This course addresses the growing demand for doctoral qualifications that are related to the dynamic work, activities and situations that business leaders and professionals face. As a holder of a professional doctorate, you can expect not only to improve your business practice but also achieve career progression to very senior business and policy roles within the public, private and third sectors. It also creates opportunities for further research to enhance business and management practice.

