Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td>N/A</td>
</tr>
<tr>
<td>Programme Name</td>
<td>Doctor of Business Administration</td>
</tr>
<tr>
<td>Award e.g. BSc (Hons), MA etc.</td>
<td>Doctor of Business Administration, MRes (EXIT AWARD ONLY, AFTER YEAR 1)</td>
</tr>
<tr>
<td>Faculty</td>
<td>Stirling Management School</td>
</tr>
<tr>
<td>Division (if applicable)</td>
<td>Centre for Advanced management Education (CAME)</td>
</tr>
<tr>
<td>UCAS Code (UG only)</td>
<td>N/A</td>
</tr>
<tr>
<td>Programme Code</td>
<td>DXX70-DBA</td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full Time</td>
</tr>
<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK</td>
</tr>
<tr>
<td>Admission Points</td>
<td>September</td>
</tr>
<tr>
<td>Length of Programme</td>
<td>Three years</td>
</tr>
<tr>
<td>SCQF Level</td>
<td>Level 12 (420 level 12 credits from a programme total of 540 credits overall)</td>
</tr>
<tr>
<td>Total Credit Value</td>
<td>540</td>
</tr>
<tr>
<td>ECTS Credit Value</td>
<td>270</td>
</tr>
<tr>
<td>Relevant QAA Subject Benchmark</td>
<td>Business and Management</td>
</tr>
<tr>
<td>Professional Body Accreditation</td>
<td>N/A, although we plan to apply for AMBA after three successful cohorts</td>
</tr>
<tr>
<td>Programme Director</td>
<td>Professor George Burt</td>
</tr>
<tr>
<td>Advisor of Studies</td>
<td>Professor George Burt</td>
</tr>
<tr>
<td>Programme Approved</td>
<td>2015</td>
</tr>
<tr>
<td>Last Updated</td>
<td>May 2016</td>
</tr>
</tbody>
</table>

Section 2 Overview

PROGRAMME SUMMARY

The DBA is designed to develop researcher practitioners in management and related fields. Graduates should be able to develop a career as researchers within academia or as senior managers and consultants within policy or industry whose work is underpinned by a level of understanding equivalent to that gained during a PhD combined with an in depth knowledge of management theory and practice. A guided, stepped transition is provided for candidates from a variety of educational and practitioner backgrounds to being SCQF Level 12 researchers and practitioners.
The DBA foundation is the revised MRes, which has been revised to ensure that (i) it meets ESRC requirements, (ii) provide flexibility to enable students to tailor their degree experience to the needs of their research and (iii) overcome the issues faced by students within the existing programme design.

As noted above the first year of the DBA is grounded in the MRes; second year is a transition year to enable students to design their research and then undertake a pilot study (regardless of methodological approach) and subsequently modify their approach prior to undertaking the the wider field study; the final year is dedicated to drafting and revising the final dissertation and theoretical contribution.

Key Features of the Programme (including what makes it distinctive)
1. Year 1 (MRes foundation) to provide balanced research education regardless of preferred methodological approach.
2. Year 1 flexibility (through MRes foundation) to choose of modules to tailor the MRes to align with individual DBA research interests.
3. MRes as an exit award if a DBA candidate chooses to withdraw from DBA.
4. Potential to have the DBA accredited by AMBA in 2021 (third graduating cohort).

PROGRAMME AIMS

On successful completion of this programme, you should be able to:
1. Become a competent researcher to undertake a career in academia or as a policy researcher or management consultant;
2. Understand and comprehend the different philosophical and epistemological underpinnings for a wide variety of research projects;
3. Identify, understand and describe the historical evolution of the organisation and management field of interest;
4. Recognise the implications of a variety of research projects and design and undertake impactful research;
5. Analyse a wide variety of empirical data and communicate the significance of the research through a variety of modes.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this programme, you should be able to:

Knowledge and Understanding:
1. Read, assess and critique the relevant organisation and management field of interest including theoretical contributions to date and identify opportunities and limitations in the field;
2. Contribute leading knowledge and understanding at the forefront of one or more areas of research interest;
3. Undertake personal research that makes a significant contribution in the field of interest.

Intellectual, Practical and Transferable Skills and other graduate attributes:
1. Design and execute research, investigative or development projects, to address contemporary problems and questions;
2. Differentiate and apply a range of methods, techniques to undertake research on complex issues;
3. Demonstrate originality and creativity in addressing complex issues and questions to create new and impactful insights;
4. Apply an integrated approach to analysis, evaluation and synthesis to generate new insights from research;
5. Recognise the need for data integrity and make informed judgments in the absence of complete or consistent data/information;
### Values and Attitudes:
1. The ability to conduct research in an ethical manner.
2. Recognise and apply techniques to ensure integrity of any research.

### HOW WILL I LEARN?

Teaching methods are varied through participation in the MRes programme, including lectures, seminars, group discussions, lab experiments, and group presentations. The MRes will help students deepen their understanding of their area of research interest and by doing so it will facilitate the task of identifying and agreeing an appropriate 1st and 2nd supervisory team.

Moving into year 2 of the DBA there will be greater emphasis on independent study under the guidance of the supervisory team. The two year 2 modules – Research Design and Empirical Pilot Project – are introduced to help each student develop the design of the pilot project, undertake it, learn from it and make changes to be able to undertake the final project efficiently and effectively. This will require the student to develop a close working relationship with the supervisory team.

Moving into Year 3 the student will be required to pull materials from their MRes dissertation and materials from Year 2 modules and empirical study to analyse data and develop their theoretical contribution.

### WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

#### Assessment and Assessment Criteria

Assessment will be varied to reflect the content and learning outcomes of the modules. Coursework, presentations, case study pilot empirical assignment, and literature review will all be used to assess and support student development.

Assessment criteria are varied and set out in the module descriptors. Year 1 assessment is based around the MRes; year 2 assessment is based around research project design, and undertaken a research pilot study; and year 3 year assessment is the final doctoral thesis.

#### Feedback on Assessment

You will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here;

http://www.stir.ac.uk/academicpolicy/handbook/assessment/

#### Assessment Regulations

Highlight any exceptions to the assessment regulations for this programme

No exceptions.

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at:

Postgraduate – Taught - https://www.stir.ac.uk/regulations/postgraduate/assessmentandawardofcredit/
Postgraduate – Research - https://www.stir.ac.uk/regulations/researchpostgraduateeregulations/#ass

### WHAT WILL I STUDY?

Year 1
Total year 1 credit value = 180  
Compulsory credits = 120  
Option credits = 60

### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Philosophy of Management Research</td>
<td>MRMP001</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Research Methods in Business and Management</td>
<td>MRMP002</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>The Evolution of Management and Organisational Research</td>
<td>MRMP005</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>First Doctoral Research Project</td>
<td>DBAP001</td>
<td>60</td>
<td>Summer</td>
<td>12</td>
</tr>
</tbody>
</table>

### Option Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 credits from ‘Applied Knowledge in Management’ modules:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microeconomics for Business and Policy</td>
<td>ECNP001</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Responsible Marketing Management</td>
<td>MKTP001</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Strategic and Operational HRM in Context(^1)</td>
<td>HRMP001</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Corporate Finance</td>
<td>INVP001</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>and 20 credits from ‘Advanced Applied Knowledge’ modules:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualitative Methods for Management Research 2</td>
<td>MRMP004</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Survey Measurement &amp; Analysis</td>
<td>BSMP005</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Evidence-Based Decision Making</td>
<td>BSMP007</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>and 20 credits from ‘Advanced Applied Knowledge’ modules:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macroeconomics for Business and Policy</td>
<td>ECNP002</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Managing and Developing a Diverse Workforce(^2)</td>
<td>HRMP004</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Business Consulting Group Project</td>
<td>MANP005</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
</tbody>
</table>

\(^1\)Module will be entitled Operational Human Resource Management from 2019/20 intake.  
\(^2\)Module will be entitled Managing Diversity from 2019/20 intake.

**Year 2**

Total year 2 credit value = 180  
Compulsory credits = 180  
Optional credits = 0

### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Design</td>
<td>DBAP004</td>
<td>90</td>
<td>Autumn / Spring</td>
<td>12</td>
</tr>
<tr>
<td>Empirical Pilot Study</td>
<td>DBAP005</td>
<td>90</td>
<td>Spring / Summer</td>
<td>12</td>
</tr>
</tbody>
</table>

**Year 3**

Total year 3 credit value = 180  
Compulsory credits = 180  
Optional credits = 0
Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Doctoral Research Project</td>
<td>DBA003</td>
<td>180</td>
<td>Autumn, Spring &amp; Summer</td>
<td>12</td>
</tr>
</tbody>
</table>

READING LIST

Required and Recommended Reading for the Programme will be set out in individual module descriptors.

Section 3 Student Support [PLEASE UPDATE AS NEEDED FOR THE STUDENT COHORT]

SUPPORT FOR STUDENT LEARNING

Induction
You will receive an induction during the first days of your programme. This includes a range of social events, information sessions and activities to help you orientate yourself at Stirling and access the services available to you. These are opportunities to meet staff and other students from across the university, in the Faculty and on the programme.

Flying Start Leadership Programme
The programme takes part in the wider SMS Flying Start Leadership programme. It’s exclusively for new students about to start one of our postgraduate courses. You take part in a wide range of group and individual activities, workshops and information sessions to help you prepare for the year ahead, and make the most of your time at the University of Stirling Management School.

The programme ensures that you:
- Discover more about the exciting period of learning ahead;
- Understand what is expected of you in your course;
- Get to know the teaching and support staff;
- Learn more about a diverse range of approaches to learning;
- Work as part of a successful team;
- Develop your personal goals for the year ahead;
- Activities range from practical skills – such as effective public speaking – to developing ways to work in groups with other students.

The Take-Off Conference
Flying Start activities equip students with the skills to understand self and apply these throughout their studies. In addition, during the Spring semester, students are encouraged to consider their next step by attending The Take-Off Conference. This one-day School-wide career management conference offers students a unique opportunity to prepare themselves for launch into the world of employment.

Study Skills Support
Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:
- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.
What SLS are able to do:

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.

More information can be found here: [http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/](http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/)

STEER
STEER is a University-wide peer support scheme linking in returning student "Captains" with new undergraduate or taught post-graduate "Crew" during their first year at Stirling.

The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: [https://www.stirlingstudentsunion.com/representation/studentsupport/steer/](https://www.stirlingstudentsunion.com/representation/studentsupport/steer/)

Stirling Graduate School
For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: [http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/](http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/)

Academic and Pastoral Support
**Adviser of Studies:** Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: [http://www.stir.ac.uk/registry/advisers/](http://www.stir.ac.uk/registry/advisers/)

**Personal Tutor:** The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: [http://www.stir.ac.uk/tse/personal-tutor/](http://www.stir.ac.uk/tse/personal-tutor/)

**Support and Wellbeing:** At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: [http://www.stir.ac.uk/campus-life/support-and-wellbeing/](http://www.stir.ac.uk/campus-life/support-and-wellbeing/)

**Student Union:** you can also access support through the Students’ Union, more information can be found here: [https://www.stirlingstudentsunion.com/representation/studentsupport/](https://www.stirlingstudentsunion.com/representation/studentsupport/)

Accessibility and Inclusion (A&I)
A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: [http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/](http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/)
Learning Resources
You can find out more about the resources available to support your learning here:
http://www.stir.ac.uk/campus-life/learning-support/

Section 4 Programme Evaluation and Enhancement

<table>
<thead>
<tr>
<th>METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING</th>
</tr>
</thead>
</table>
| **Module Evaluation**
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/ |
| **Programme Review**
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/ |
| **Student/Staff Consultative Committees (SSCC)**
Student/Staff Consultative Committees will meet twice per semester, and shall routinely address issues arising from student feedback on modules, the programme, as well as broader issues on academic policy. |
| **Module Review**
At the end of each semester, each Module Co-ordinator will complete a Module Review Form, which will highlight issues, how these were resolved, and areas of good practice. |
| **Annual Programme Monitoring Review**
Annual Programme Monitoring Review Forms will be completed at the end of each academic cycle. This is an opportunity for the Programme Director and the wider teaching team to review the programme. This includes a review of SSCCs minutes; feedback from the External Examiner; a review of all modules (strengths and areas of good practice, issues, responses); the range of assessment in the programme; the continuing appropriateness of the curriculum; adequacy of learning resources; quantity and quality of professional placements (if applicable); professional accreditation (if applicable); the effectiveness of changes implemented since the previous report; and outline any proposed changes for future cohorts. |
| **Postgraduate Research Experience Survey (PRES)**
A nationally recognised survey commissioned by the Higher Education Academy, we use the PRES survey to better understand our students’ experiences and to identify areas for improvement. |

External Examiner(s) (To be added following Stage 2 approval)
Name of External Examiner: Dr David Sarpong
Institution: Brunel University

Section 5 My Future

<table>
<thead>
<tr>
<th>WHAT KIND OF CAREER MIGHT I GO ON TO?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic, policy or industry researcher, and management consultant.</td>
</tr>
</tbody>
</table>

How does this programme facilitate your development of the Graduate Attributes?
Connected
Connected by engaging in conversations with a wide range of stakeholders.
Connected by engaging in conversations with the academic community.

Innovative
Innovative in approach research complex issues and questions.
Innovative in communicating solutions to complex questions and issues.

Transformative
Challenge and transform understanding of existing theory by proposing new and novel theoretical insights.
Producing research outcomes that have the ability to inform complex business, organisational, and societal issues.

WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?
N/A

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?
N/A

WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?
DBA is a doctorate programme of study.

WHAT OTHER INFORMATION DO I NEED TO KNOW?
N/A

Section 6 Admissions
HOW DO I ENTER THE PROGRAMME?

All applicants will need a minimum of a second-class Honours degree or an equivalent qualification. Applicants without formal qualifications are encouraged to apply if they can demonstrate significant and relevant work experience. Candidates must submit a preliminary research proposal.

If English isn’t your first language, you must have one of these qualifications:
- IELTS: 6.5 with 5.5 minimum in each skill
- Cambridge Certificate of Proficiency in English (CPE): Grade C or above
- Cambridge Certificate of Advanced English (CAE): Grade C or above
- Pearson Test of English (Academic): 54 with 51 in each component
- IBT TOEFL: 80 with no subtest less than 17

Version: 2018-V2
Date Version Approved: May 2018
For use from: 2018/19