



## Programme Handbook

Doctor of Business Administration (DBA)

Level 8 of the MQF/EQF



accredited by  
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1. Programme Structure Doctor of Business Administration (DBA) by semesters

a) Programme Structure of the Full-Time Version (3 years):

YEAR	YEAR		
	1	2	3
<b>Year 1</b>			
DBA01 - Critical Thinking in Business Environments	x		
DBA02 – Research Design and Qualitative Research Methods	x		
DBA03 – Quantitative Research Methods	x		
<b>Year 2</b>			
DBA120 - DBA Thesis		x	
<b>Year 3</b>			
DBA120 - DBA Thesis			x

b) Programme Structure of the Part-Time Version (5 years):

YEAR	YEAR				
	1	2	3	4	5
<b>Year 1</b>					
DBA01 - Critical Thinking in Business Environments	x				
DBA02 – Research Design and Qualitative Research Methods	x				
<b>Year 2</b>					
DBA03 – Quantitative Research Methods		x			
DBA120 - DBA Thesis			x		
<b>Year 3</b>					
DBA120 - DBA Thesis			x		
<b>Year 4</b>					
DBA120 - DBA Thesis				x	
<b>Year 5</b>					
DBA120 - DBA Thesis					x

Modules in the first year will be taken one by one.

Students exceeding the maximum period of enrolment for a DBA as in the regulations, will be excluded from the programme.

## 2. The Programme Structure Doctor of Business Administration (DBA) by Modules

Module/Unit Title	Compulsory (C) or Elective (E)	ECTS	MQF Level of each module	Mode of Teaching	Mode of Assessment
DBA01 - Critical Thinking in Business Environments (4 months)	C		8	Lectures, seminars, synchronous teaching and learning sessions	Term Paper: Literature Review & Presentation
DBA02 – Research Design and Qualitative Research Methods (4 months)	C		8	Lectures, seminars, synchronous teaching and learning sessions	Term Paper: Research Design and qualitative research study
DBA03 – Quantitative Research Methods (4 months)	C		8	Lectures, seminars, synchronous teaching and learning sessions	Revealed exam questions; Quantitative research study
DBA120 - DBA Thesis (2 years)	C		8	Lectures, seminars, synchronous teaching and learning sessions	60,000 word written dissertation and a viva voce examination

### 3. Grading Scheme

Descriptor	Mark Range	Grade
Exceptional - work displaying exceptional quality and performance, showing comprehensive and critical understanding, and application of the subject matter with evidence of extensive additional reading/research/work.	90%-100%	A+
Outstanding - work displaying comprehensive and critical understanding of the subject matter with evidence of considerable additional reading/research/work.	80% - 89%	A
Excellent - work displaying comprehensive understanding and very good working knowledge of the subject matter with evidence of a moderate amount of additional reading/research/work.	75% - 79%	B+
Very good - work displaying substantial understanding, above-average performance, a working knowledge of the subject matter with evidence of some additional reading/research/work.	70% - 74%	B
Good - work displaying sound understanding, average performance with evidence of little additional reading/research/work.	60% - 69%	C+
Satisfactory - work displaying satisfactory understanding, adequate performance with no evidence of additional reading/research/work.	55% - 59%	C
Acceptable - work displaying satisfactory understanding with shortcomings, adequate but inconsistent performance with no evidence of additional reading/research/work.	50% - 54%	D+
Basic - work displaying basic understanding, marginal performance, satisfying minimum criteria.	45% - 49%	D
Not Sufficient - work displaying inadequate understanding to varying degrees. Unjustified absence for an assessment when a valid reason for absence is required, or failure to hand in assigned work on time shall also be marked "F".	0% - 44%	F
The following grade when assigned to modules shall not be taken into consideration for computation purposes but form part of the student's academic record: Pass - when assessment is based on a Pass/Fail basis only.		P

#### 4. Overall Course Description

<b>Title of the Qualification/ Award</b>	<b>Doctor of Business Administration (DBA)</b>	
<b>Proposed MQF Level</b>	8	
<b>Hours of Total Learning</b> <u>1 ECTS is equivalent to 25 total hours of learning</u> , inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) <u>must be contact hours</u> or as otherwise established from time to time by MFHEA.	<b>Total Contact Hours</b> <input type="text" value="400"/> (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums)	<b>Supervised Placement and Practice Hours</b> <input type="text"/> (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)
	<b>Self-Study Hours</b> <input type="text" value="3930"/> (Estimated workload of research and study)	<b>Assessment Hours</b> <input type="text" value="170"/> (Examinations/ presentations/ group work/ projects, etc.)
<b>Total Learning Hours</b>	4500 (contact hours are less than 20% due to dissertation being the largest module)	
<b>Mode of Attendance</b>	Full-Time <input checked="" type="checkbox"/>	Part-Time <input checked="" type="checkbox"/>
	<i>(Double click on the box and mark checked under Default Value)</i>	
<b>Programme Duration</b>	Full-Time: _____ Weeks Full- Time: _____ Months Full- Time: __minimum_3__ Years <i>(choose as applicable)</i>	Part-time: _____ Weeks Part-time: _____ Months Part time: __minimum_5__ Years <i>(choose as applicable)</i>
<b>Language/s of Instruction of Programmes</b>	German and English	
<b>Target Group</b>	This Doctor of Business Administration (DBA) program is typically designed for experienced professionals and managers who are seeking to enhance their expertise in business and management through advanced research, critical thinking, and applied knowledge.  The spectrum of companies in which graduates will work ranges from small and medium-sized enterprises to large companies and international corporations in a wide range of sectors.  The programme is therefore designed for the following target groups: <ul style="list-style-type: none"> <li>• German and/or English speaking Professionals, entrepreneurs or corporate managers seeking to enhance their research competencies and advance their careers in business management positions. This could include further career growth in leadership, executive or management consultancy roles as well as senior management positions.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Individuals who are interested in conducting applied research that addresses real-world business challenges, seeking to contribute to the field of business management through practical and actionable insights.</li> </ul> <p>The program is designed to allow students to build on practical experience in areas such as human resources, systems development, business development, marketing and change management. Thus, it targets those who are interested in gaining a valuable research experience in order to promote their personal and professional development. Supervisors on the DBA programme are experienced academics as well as practicing professionals highly committed and professionally competent to support students' practical projects with a strong in-built research element. The programme would support students in their development gradually building on their research skills and developing their competencies in relation to application of existing methodologies as well as innovative approaches to managing business-related projects.</p>
<p><b>Relationship to Occupation/s</b></p>	<p>Graduates completing this DBA programme will have the opportunity to advance their career prospects and job opportunity in mid-to-upper level management professions at organisations of all sizes and types, both in the private and public sector of the economy.</p> <p>The programme does not lead to a warranted professional or regulated occupation.</p>
<p><b>Entry Requirements</b></p>	<p>Applicants are eligible for admission by meeting the following requirements:</p> <p>A] Evidence of:</p> <p>a) Work Experience:</p> <ul style="list-style-type: none"> <li>• At least three years of relevant work experience in business and management at middle management positions at the beginning of studies.</li> <li>• OR</li> <li>• At least one year of work experience in senior management, leadership and executive roles in addition to two years of work experience in junior and middle management roles. .</li> </ul> <p>b) Previous education requirement:</p> <ul style="list-style-type: none"> <li>• An MBA or business-related Master's degree or at Level 7, MQF or equivalent level 7 qualification in a business-related discipline (e.g. former German university diploma)..</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• A four years' (full-time equivalent) bachelor degree obtained at First Class Honours or at Second Class Honours (Upper Division) or equivalent qualification in a business-related field (e.g. the former German university of applied sciences diploma). Each undergraduate degree or equivalent qualification must include a dissertation of at least 12,000 words.</li> </ul> <p>c) Language requirements for German DBA:</p> <ul style="list-style-type: none"> <li>• A certificate that proves their mastery of the German language at the level of C1 of CEFR. <b>OR</b></li> <li>• A university degree of a programme delivered in German language.</li> </ul> <p>d) Language requirements for English DBA:</p> <ul style="list-style-type: none"> <li>• A certificate that proves their mastery of the English language at the level of B2 of CEFR (IELTS of 6.5 or TOEFL ibt of 72).</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• A university degree of a programme delivered in English language.</li> </ul>

	<p>All such considerations will be made in the framework of MFHEA approved RPL policy, which, together with application instructions, is available through the UIS website.</p> <p>B] All applicants are required to submit a 2,000 words research proposal and to pass an interview to confirm that they are able to demonstrate the capability for doing independent research at MQF level 8.</p> <p>C] Applicants must be able to confirm that they have:</p> <ul style="list-style-type: none"> <li>a) Equipment for online lectures and use of the VLE             <ul style="list-style-type: none"> <li>• Stable internet access via a personal computer (a tablet computer can also work; a mobile phone will not suffice).</li> </ul> </li> <li>b) Equipment for practice and coursework             <ul style="list-style-type: none"> <li>• Personal computer (a tablet computer with added keyboard can also work);</li> <li>• Backup medium (e.g. USB Thumbdrive min. 32GB);</li> <li>• Word processing software (e.g. Microsoft Word, Open Office etc.);</li> <li>• Table Calculation software (e.g. Microsoft Excel, Open Office etc.);</li> <li>• Presentation Software (e.g. Microsoft PowerPoint, Open Office etc.);</li> <li>• PDF reader and printer;</li> <li>• Video Player Software (e.g. Windows Media Player);</li> <li>• <i>If specialised software is necessary, to compensate e.g. for seeing or hearing impairment, students need to provide for that themselves!</i></li> </ul> </li> <li>c) Digital Competency             <ul style="list-style-type: none"> <li>• Basic computer operating skills such as installing software, storing, retrieving and backing up data;</li> <li>• Basic internet skills such as searching for information, setting up accounts, down- and uploading files online;</li> <li>• Word processing skills using e.g. Microsoft Word, Open Office etc.;</li> <li>• Printing to PDF.</li> </ul> </li> </ul>
<p><b>Overall Programme Description</b></p>	<p>The Doctor of Business Administration (DBA) program is a transformative journey designed for accomplished professionals seeking to elevate their strategic thinking, decision-making prowess, and leadership acumen within the dynamic landscape of contemporary business. This program is curated to foster a holistic and immersive learning experience, coupling advanced academic insights with practical real-world applications.</p> <p>The programme seeks to advance candidates proficiency in research methodologies and analytical skills through the critical review and systematic application of appropriate theories and the undertaking of research.</p> <p>Candidates will delve into the art and science of research methodologies, honing their ability to critically analyze complex business phenomena, synthesize diverse data sources, and unearth novel insights that drive organizational success. They will conclude this programme by conducting an in-depth, original research project under the guidance of qualified supervisors.</p>



The course aims at contributing to the body of knowledge in the area of business, management and organisational studies; to increasing the effectiveness of the organisation in which the research takes place, and enhancing the research competence and the ability of critical thinking of the candidate.

The nature of the research project/thesis undertaken is based on primary and/or secondary data, driven by a thorough literature review, methodology and plan. Students need to either collect and evaluate primary data and/or use secondary data for their research. They interpret these data, discuss their results against the background of previous research findings, draw conclusions and make a contribution to research. The modules on the programme guide prepare students for submission of their thesis of 60,000 – 70,000 words in length. The students may choose from all areas connected to business and management for their thesis. Doctoral theses can be also workplace-based, which provides an opportunity to working professionals to apply data-driven informed decision making to their real-life environment.

The candidate will be able to:

- Design and implement a research project to a standard at level 8 with impact on the performance of an organisation(s) that is of universal relevance to business and management practice;
- Promulgates their expertise to a wide audience including peers and the general public using different methods;
- Demonstrate a systematic critical understanding of the relevant conceptual and theoretical underpinnings of the chosen area of research to enhance management practice in organisations;
- Develop specialized expertise in a specific area of business administration, contributing valuable insights and solutions to contemporary business and management challenges;
- Demonstrate mastery in skills such as the selection and analysis of research, writing, design, development and sustainability of the argument manifested in novel scholarly research;
- Critically consider the social, scientific and ethical impact of their research;
- Create and interpret knowledge through original research that extends the forefront of the discipline and is of a quality that can be subjected to peer review and merits publication ;
- Critically evaluate and analyse problems in new or unfamiliar environments using incomplete or limited information to solve the problems.;
- Make a significant and original contribution to the field of business administration through the development and dissemination of high-quality research that advances understanding and practice;
- Critically assess and develop coping strategies for the challenges faced during the research process;
- Demonstrate a strong commitment to ethical behavior, social responsibility, and sustainable business practices in all aspects of business decision-making and leadership.

<p><b>Learning Outcomes for Knowledge obtained at the end of the programme</b></p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>a) demonstrate a comprehensive understanding of advanced business theories, concepts, and frameworks contributing to the advancement of knowledge within the field</li> <li>b) promulgate a systematic understanding of key components of critical thinking: analysis, evaluation, interpretation, and inference as well as ethical dilemmas and conflicting interests in various business scenarios;</li> <li>c) exhibit a systematic understanding of the methodological principles, data sources and issues concerned with quantitative and qualitative research;</li> <li>d) demonstrate a comprehensive understanding of research planning and practice including developing an expertise in data analysis software (e.g. R, Excel) and statistical techniques;</li> <li>e) critically reflect on scientific literature and potential new trends and developments of the research subject.</li> </ul>
<p><b>Learning Outcomes for Skills obtained at the end of the programme</b></p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>a) synthesize and integrate diverse theoretical perspectives to explore their application in practice;</li> <li>b) create novel approaches for addressing complex business issues, driving positive change, and fostering a culture of innovation within organizations;</li> <li>c) create a research design suitable for their research question; then plan, organize, and manage research their research;</li> <li>d) conduct original, rigorous, and innovative research in business administration, utilizing appropriate research methodologies, data analysis techniques, and theoretical frameworks;</li> <li>e) demonstrate outstanding academic writing skills, by articulating, presenting and defending the research results to specialist and non-specialist audiences through scholarly writing, presentations, and discussions;</li> <li>f) conduct a comprehensive literature review in a business-related field of study;</li> <li>g) critically review and apply appropriate data analysis techniques, demonstrating proficiency in using relevant software tools or statistical methods to analyse and interpret research findings;</li> <li>h) critically reflect on their own research activities with regard to their justification and possible consequences;</li> <li>i) critically discuss the limitations of the research, acknowledging any constraints, challenges, or potential sources of bias that may have impacted the study as well as suggest areas that warrant further investigation and potential research implications.</li> </ul>

<p><b>General Pedagogical methods used for this programme</b></p>	<p><i>(if available on website indicate specific URL)</i></p> <p>The programme is delivered online, using a variety of learning environments for students to learn from tutors, practitioners, peers and individually. Conducting individual research can be a lonely, isolating journey. To ensure that DBA students are supported in this journey, various strategies are used. Students are provided with a structured teaching process and a range of learning environments to provide additional support and benchmarking.</p> <p>The programme starts with an induction session outlining the structure and the targets of the programme (online, ca. 2 hours). Then a structured process is used to guide students through the research process. At the beginning, the participants take part in intensive research methods and skills training, so that they have the tools and frameworks to start their research. Intensive supervision is then employed to support students in their independent research. One or more supervisors are appointed by the university and are responsible for establishing regular contact and keeping participants informed about requirements for progress and completion of the DBA degree.</p> <p>Various learning styles are also taken into account in the methods of teaching and assessment. Supervised teaching sessions are employed to provide an opportunity for students to be exposed to immediate feedback from professors; peer presentations are used, where students can present their research progress to learn from their peers. Assessments are constructed to test and enable students to develop their conceptual understanding and assess their skills, including transferable skills such as presentation, communication, academic writing skills, critical reading skills and literature research skills. Students are also provided with an opportunity to create peer support groups/ study groups. Those are managed by the students and supported by the university through provision of access to necessary technology and tools (e.g. Big Blue Button as a web conferencing tool). Administrative support is provided by the university to support the groups.</p> <p>Synchronous teaching sessions are recorded (respecting the GDPR requirements set out in the Data Privacy Policy) and made available to students for further references. They include online lectures through the video conferencing system BigBlueButton, discussion of potential research questions, research methods and data analysis. Asynchronous teaching takes place in the form of core and optional take-home tasks, which are monitored and supported via the LMS. The three main principles are taken into account for asynchronous teaching:</p> <ul style="list-style-type: none"> <li>• Strong emphasis on self study and individual research on the chosen research topic.</li> <li>• Interactivity is embedded in all activities for effective asynchronous learning.</li> <li>• Continuous online presence, including social, cognitive, and teaching presence, is evident and facilitated through LMS. For example, students are encouraged to discuss their research approaches in virtual classrooms and use their networks, e.g. in order to facilitate data collection.</li> </ul> <p>Learning is a social as well as an individual process, students need to engage with peers to debate and discuss as well as informally benchmark their learning</p>
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	<p>progress. Given the online nature of the programme where there is no physical engagement, various digital tools such as forums, online discussions, interactive exercises, peer feedback and peer sessions, mentoring sessions and other digital social tools are employed to make sure that none of the students are isolated. This enables the creation of an online community to enable students to learn from peers and to seek social support.</p> <p>The university will to organize formal, university led peer learning sessions. Those sessions are taking place twice per semester and allow student to make presentations, share their issues, findings and concerns and encourage more engaged participation in learning.</p> <p>To account for the various information format preferences of students, the materials are presented in various multimedia formats, such as recommended books, hypertext, videos, interactive texts, web resources, scientific papers and journals, news reports, analytical texts and other forms. This allows students to choose between the preferred media, where appropriate. However, students are always encouraged to search and study further material related to their research topic and research methodology.</p>
<p><b>Selection Criteria for Tutors/Lecturers for this programme:</b></p>	<p>The minimum requirements for the teaching staff include:</p> <ul style="list-style-type: none"> <li>a) A PhD/DBA in the relevant area.</li> <li>b) Appropriate teaching experience at the relevant level and preferably online.</li> <li>c) Experience in the supervision of doctoral theses and relevant research experience.</li> </ul> <p>Candidates have to confirm that they agree to</p> <ul style="list-style-type: none"> <li>d) attend UIS induction programme which covers UIS policies, processes, and procedures as well as a professional approach to online teaching and learning</li> <li>e) and undergo continuous development of professional expertise in digital strategies and process for online teaching and learning.</li> </ul>
<p><b>General Assessment Methods</b></p>	<p>Assessment takes place at the modular level, in an appropriate form to assess module-specific learning outcomes in full. In the first year, students are exposed to various forms of assessment both summative and formative assessment, that are designed to address the different pattern and styles of learning. The alignment of the assessment is considered during programme development.</p> <p>Overall, the programme includes such summative forms of assessment such as submission of literature review, research design, presentation and dissertation. All assessments are individual. Assessments are designed in a way that supports development of student competencies to demonstrate autonomy and responsibility. By preparing the assessments of the first year, the student shall develop the ability to conduct research independently, which is a requirement of the second and third year of the programme. Formative assessment such as online tests are used for students to benchmark their learning progress, which enables them to assess how they are prepared for the summative assessments in the first year.</p>

Assessment for each module is communicated to students and explained during the teaching sessions. Supervisors are available at all times to answer questions and support students. In all modules formative assessment feedback is also provided on drafts of summative assessment to support students in developing their research competencies.

The pass mark for all assessments is 45%. Each module must be passed, compensation is not offered.

During the programme, students need to achieve the following milestones to move on to the next stage:

#### **Stage 1 Course Stage:**

(1) Pass the modules of the first year and (2) submit a **research proposal of 6,000 – 7,000 words** including proposal and motivation, literature review, methodology, initial findings, and contribution to research. The purpose of the first year modules is to make sure that the student has an adequate understanding of the research problem, has the capacity to pursue research, has a critical awareness of the relevant literature on the subject and has a realistic research plan and schedule for completion within the registration period. The supervisor has to make sure that the scope of the suggested research project is adequate and that a completion of the project within the programme duration is realistic. If not, feedback should include suggestions on how to adapt the project.

This proposal is marked and has to be passed (pass mark: 45%). In case of failure, the student is granted a six week period for rework and resubmission. If the report is again marked unsatisfactory, the student has to exit the programme.

Students demonstrating insufficient progress in year 1 can apply to transfer to the part-time version of the programme. However, the application has to be filed before the submission of any re-assessment in the modules that is due.

#### **Stage 2 Research Stage**

(1) Submit a research report after the second year (full-time) respectively after the third year (part-time) demonstrating the research progress including updated literature review, methodology and first research results. Data collection process should be completed by the end of the second year (full-time) respectively after the third year (part-time), and a first summary of the research results should be provided. Students not being able to submit their report on time, can apply for an extension of six months.

Students will get feedback on their reports from their supervisors within six weeks following submission. In case the report is unsatisfactory and/or demonstrates insufficient progress, the students is granted another six weeks for rework and resubmission. If this second submission is marked unsatisfactory again, the student has to exit the programme.

(2) A first draft of the thesis must be submitted by the end of the 5th semester (full-time) respectively at the end of the 9th semester (part-time). Students not being able to submit their draft thesis on time, can apply for an extension of six months. The application must be filed before the submission of the work becomes due.

	<p>Students will get feedback on the first draft of their thesis within six weeks. They have to revise their thesis according to the feedback of the supervisor and resubmit. If necessary, there will be a second revision of the thesis.</p> <p>(3) The final version of the thesis has to be submitted after year 3 (full-time) respectively year 5 (part-time), taking into account potential extensions granted to the student, which might add up to one year.</p> <p>The viva voce shall take place six weeks after the submission of the thesis. Students shall be informed of the date of the oral examination at least three weeks before the scheduled date.</p> <p>The reassessment procedure for the modules is defined as follows:</p> <ol style="list-style-type: none"><li>1. In module assessments, the student shall be given the opportunity to repeat each failed module. If a module assessment is failed after re-take, it is definitively not passed, and the programme is definitively not passed. If the student fails a second time, he/she may submit a request to the Doctoral Academic Committee who will decide if a third attempt is granted.</li><li>2. All module assessments must be passed before submission of the doctoral thesis. The module assessments must be taken in the order of the modules. Each assessment requires that the assessment of the preceding module has been passed.</li><li>3. The assessment process for the thesis and the oral examination (viva voce) is defined in the UIS Doctoral Degree Regulations. A thesis that is marked unsatisfactory can be resubmitted with changes within six months after notification of failure. If the resubmission is marked again unsatisfactory, the student has to exit the programme.</li><li>4. If the thesis is passed, but the viva voce is marked unsatisfactory, the viva voce can be repeated once. In case the viva voce is again not passed, the student has to exit the programme .</li></ol>
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## 5. Module Descriptions

<p><b>Title of the Module/Unit</b></p>	<p><b>DBA01 - Critical Thinking in Business Environments</b></p>
<p><b>Module/Unit Description</b></p>	<p>This module aims to develop students' critical thinking skills within the context of the contemporary business environment. This module will cover relevant opportunities and challenges within the context of digitization, like the role and application of artificial intelligence and a changing role of leadership. e. g. virtual leadership. Currently dominating issues like coping with talent shortages, environmental and social problems as well as the importance of sustainability are further topics treated in this module. Students shall be aware of the role and importance of environmental, social and governance (ESG) and corporate social responsibility (CSR) in business environments. Through a combination of theoretical exploration, practical case studies, and interactive activities, students will learn how to analyze complex business situations, make informed decisions, and effectively solve problems while considering ethical, social, and global perspectives. In addition, they will be trained to use literature databases and to effectively conduct literature research to identify potential research gaps. The module also covers relevant content of organizational and management theory. This helps students understand the complexities of organizational dynamics, and allows them to analyze and navigate the challenges and opportunities that arise in various types of organizations and industries.</p>
<p><b>Learning Outcomes</b></p>	<p><b>Competences:</b></p>
	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ul style="list-style-type: none"> <li>a) Construct and deconstruct persuasive arguments based on current knowledge;</li> <li>b) Generate creative and innovative solutions through brainstorming and lateral thinking, considering opportunities arising from the use of AI;</li> <li>c) Implement a systematic decision-making process within a business context considering ESG and CSR criteria;</li> <li>d) Integrate ethical principles and sustainability into business decision-making;</li> <li>e) Learn from both successful and unsuccessful business decisions;</li> <li>f) Anticipate challenges and barriers to change and developing effective solutions;</li> <li>g) Consider contemporary challenges and new framework conditions in decision-making;</li> <li>h) Conduct a critical literature review and identify research gaps.</li> </ul>
	<p><b>Knowledge:</b></p>
<p>At the end of the module/unit the learner will have been exposed to the following:</p> <ul style="list-style-type: none"> <li>a) demonstrate a systematic understanding of organisational theories, such as classical, neo-classical, modern, contingency, motivation and open systems theory;</li> <li>b) demonstrate a systematic understanding of key components of critical thinking: analysis, evaluation, interpretation, and inference;</li> </ul>	

	<ul style="list-style-type: none"> <li>c) demonstrate a critical understanding of the challenges and opportunities emerging through digitization and artificial intelligence (AI)</li> <li>d) effectively evaluate the role and importance of environmental, social and governance (ESG) criteria and Corporate Social Responsibility (CSR) in business environments</li> <li>e) effectively identify ways to cope with talent shortages</li> <li>f) effectively evaluate the changing role of leadership and new ways of leadership, e.g. virtual leadership;</li> <li>g) reliably recognize cognitive biases and their impact on decision-making;</li> <li>h) effectively identify credible sources of information and data in business contexts; effectively analyze literature databases;</li> <li>i) confidently recognize logical fallacies and flawed reasoning in business arguments;</li> <li>j) systematically differentiate between valid and invalid assumptions;</li> <li>k) effectively evaluate the strength of business propositions and proposals;</li> <li>l) effectively analyze ethical dilemmas and conflicting interests in business scenarios;</li> <li>m) effectively evaluate the impact of decisions on stakeholders and organizational outcomes</li> </ul>
	<p><b>Skills:</b></p>
	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"> <li>a) effectively applies organisational theories to new fields of research;</li> <li>b) effectively develop and applies techniques for extracting relevant information and filtering out noise;</li> <li>c) balances business objectives with social responsibility and ethical considerations;</li> <li>d) crafts persuasive arguments and communicating complex ideas to diverse audiences;</li> <li>e) effectively utilizes visual aids, storytelling, and data visualization to enhance communication;</li> <li>f) clearly addresses potential challenges and objections when conveying critical insights;</li> <li>n) effectively applies environmental, social and governance (ESG) criteria in taking business decisions</li> <li>o) effectively considers the impact of business decisions in terms of their CSR impact;</li> <li>p) clearly takes into account new technologies based on AI in business decisions, e.g. for HR capacity issues,</li> <li>q) effectively uses databases for literature research.</li> </ul>
	<p><b>Module-Specific Learner Skills</b> (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit the learner will be able to</p> <ul style="list-style-type: none"> <li>a) Present ideas in a research environment;</li> <li><b>b)</b> Defend their findings within a research context.</li> </ul>



	<p><b>Module-Specific Digital Skills and Competences</b> (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit, the learner will be able to</p> <p><b>a)</b> effectively use databases for literature research.</p>	
<p><b>Hours of Total Learning for this Module/Unit</b></p> <p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <input type="text" value="100"/></p> <p>(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums)</p>	<p>Supervised Placement and Practice Hours <input type="text"/></p> <p>(During these hours the learner is supervised, coached or mentored)</p>
	<p>Self-Study Hours <input type="text" value="350"/></p> <p>(Estimated workload of research and study)</p>	<p>Assessment Hours <input type="text" value="50"/></p> <p>(Examinations/ presentations/ group work/ projects etc.)</p>
<p><b>Total Learning Hours of this Module</b></p>	<p>500</p>	
<p><b>Mode of Delivery</b></p>	<p>Fully Face-to-Face Learning <input type="checkbox"/></p>	<p>Blended Learning <input type="checkbox"/></p>
	<p>Fully Online Learning <input checked="" type="checkbox"/></p>	<p>Work Based Learning <input type="checkbox"/></p>
<p><b>Teaching in this module</b></p>	<p>The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments. The student is assessed by the module lecturer.</p> <p>Contact hours include:</p> <ul style="list-style-type: none"> <li>• 40 hours of lectures on the module content</li> <li>• 40 hours of online discussions with peers and supervised tutorials, e.g. on the identification of research gaps</li> <li>• 20 hours of individual support on finding a research topic and completion of the assessment</li> </ul> <p>Supervision meetings should take place bi-weekly. Formal feedback is provided once a month in writing (by email). It should address a) the progress made by the student; b) Point out areas where the student showed effort and where they did well; c) Offer clear examples of how to improve.</p> <p>Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module.</p> <p>Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises.</p> <p>This module is the first stage of working on a final thesis and its aim is to expose students to critical analysis of the contemporary business issues. During the course of the module students are expected to identify the research gaps in their field of</p>	

	<p>interest and write a term paper, which will draw upon the current stage of research in the area. This work will enable students to write a comprehensive literature review in the area of interest.</p> <p>Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators. Students are also encouraged to make use of the university platform to form study groups and take advantage of peer support.</p> <p>Given the online nature of the programme where there is no physical engagement, various digital tools such as forums, online discussions, interactive exercises, peer feedback and peer sessions, mentoring sessions and other digital social tools are employed to make sure that none of the students are isolated. This enables the creation of an online community to enable students to learn from peers and to seek social support.</p>
<p><b>Assessment of this module</b></p>	<p>Term Paper (Literature Review, 80%): 6,000 – 8,000 words. Students conduct a literature review and identify research gaps in the area of business, where they draw on the state of research, identify and justify a research gap, and explain the research contribution, applying the skills acquired in this module. Students need to formulate relevant research questions following on from their literature review.</p> <p>Processing Time Full-Time Programme: 4 months Processing Time Part-Time Programme : 6 months</p> <p>Presentation of literature review and research questions (Presentation, 20%): Students need to present their research proposal; 20 minutes, approx. 15 slides) and demonstrate their ability to critically engage with the subject knowledge as well as defend their arguments subsequent discussion (20 minutes).</p> <p><b>Pass Mark: 45%</b></p>

<p><b>Title of the Module/Unit</b></p>	<p><b>DBA02 – Research Design and Qualitative Research Methods</b></p>
<p><b>Module/Unit Description</b></p>	<p>This module provides the theoretical and practical preparation and equips students with the skills to develop and undertake business research. The module covers the necessary skills and requirements for a literature review, qualitative methods, and designing and conducting a research project. The module prepares students to research different types of problems/issues in business and management as well as enables students to conduct research and writing a Doctoral Thesis.</p> <p>The following topics are taught:</p> <ol style="list-style-type: none"> <li>I. Research Design and Development             <ol style="list-style-type: none"> <li>a) Theoretical origin of science;</li> <li>b) Literature research and selection,</li> <li>c) Quality and Ethics in Research;</li> <li>d) Structure and design of scientific papers and dissertations;</li> <li>e) Distinguishing between qualitative and quantitative research</li> <li>f) Formation of hypotheses;</li> <li>g) Exploratory vs. descriptive studies;</li> <li>h) Testing hypotheses and theories;</li> <li>i) Research process and planning;</li> <li>j) Academic Writing</li> </ol> </li> <li>II. Qualitative Research Methods             <ol style="list-style-type: none"> <li>a) Data collection (observations, interviews)</li> <li>b) Creation of interview guides</li> <li>c) Conducting interviews</li> <li>d) Qualitative data analysis (qualitative content analysis)</li> <li>e) Grounded theory</li> <li>f) Ensuring quality in qualitative research</li> <li>g) Interpretation of results</li> <li>h) Presentation of results</li> </ol> </li> </ol>
<p><b>Learning Outcomes</b></p>	<p><b>Competences:</b></p> <p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"> <li>a) develop appropriate methods for the collection of data as part of the context in which the research is conducted;</li> <li>b) develop an ethical and principled approach to the conduct of qualitative data collection;</li> <li>c) conduct a critical literature review and identify research gaps;</li> <li>d) formulate their own research problem by systematically developing a topic and correctly processing it according to scientific standards (from outlining to rough draft to final draft);</li> <li>e) create a research design suitable for their research question and</li> <li>f) undertake research within the required ethical and legal standards (e.g. GDPR);</li> <li>g) develop questionnaires or interview guides according to scientific standards;</li> <li>h) develop coding systems for qualitative data analysis;</li> <li>i) critically review and interpret the research results; articulate and defend conclusions for practice.</li> </ol>

	<p><b>Knowledge:</b></p>
<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none"> <li>a) demonstrate systematic understanding of the methodological principles and issues concerned with research;</li> <li>b) demonstrate comprehensive understanding of the ethical, social and political contexts in which research is conducted, and their implication for research design;</li> <li>c) design and justify the structure of a scientific paper or dissertation;</li> <li>d) demonstrate comprehensive knowledge and understanding of scientific working methods and qualitative research methods, such as Grounded Theory, visual methods (observations), problem-centered or expert interviews, group discussions</li> <li>e) demonstrate a comprehensive understanding of the analysis (e.g. structured content analysis according to Mayring) and interpretation of qualitative data</li> <li>f) critically evaluate the differences between qualitative and quantitative research with reference to the research process and critically assess them in particular with regard to relevant quality criteria and ethical considerations;</li> <li>g) label the key stages of research design and processes involved in research management.</li> </ul>	
<p><b>Skills:</b></p>	
<p>At the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"> <li>a) systematically search and critically review, summarise and evaluate relevant scientific literature using the correct form (citation) in self-produced texts;</li> <li>b) structure and organize research papers effectively</li> <li>c) create a research design and justify the methodology chosen;</li> <li>d) collect and critically evaluate data using qualitative scientific research methods, like structured content analysis according to Mayring;</li> <li>e) clean, transform, and analyze qualitative data to draw meaningful conclusions;</li> <li>f) plan, organize, and manage research projects effectively;</li> <li>g) articulate and present research results in scientific form, considering quality criteria and ethics in research;</li> <li>h) critically reflect on their own research activities with regard to their justification and possible consequences;</li> <li><b>i)</b> professionally articulate, present and defend results in a comprehensive, convincing manner to target group-oriented manner (experts and non-experts) and use presentation techniques appropriately for the situation</li> </ul>	
<p><b>Module-Specific Learner Skills</b>  <i>(Over and above those mentioned in Section B)</i></p> <p>At the end of the module/unit the learner will be able to</p> <ul style="list-style-type: none"> <li>a) make a reasoned statement on the choice of a research procedure, on the development of an appropriate research design as well as on the independent implementation of the individual procedural steps in individual work or within the framework of a project group.</li> </ul>	

	<p><b>Module-Specific Digital Skills and Competences</b> (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit, the learner will be able to</p> <p>a) effectively use databases for literature search and software tools for data collection and evaluation.</p>	
<p><b>Hours of Total Learning for this Module/Unit</b></p> <p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <input type="text" value="100"/></p> <p>(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums)</p>	<p>Supervised Placement and Practice Hours <input type="text"/></p> <p>(During these hours the learner is supervised, coached or mentored)</p>
	<p>Self-Study Hours <input type="text" value="360"/></p> <p>(Estimated workload of research and study)</p>	<p>Assessment Hours <input type="text" value="40"/></p> <p>(Examinations/ presentations/ group work/ projects etc.)</p>
<p><b>Total Learning Hours of this Module</b></p>	<p>500</p>	
<p><b>Mode of Delivery</b></p>	<p>Fully Face-to-Face Learning <input type="checkbox"/></p>	<p>Blended Learning <input type="checkbox"/></p>
	<p>Fully Online Learning <input checked="" type="checkbox"/></p>	<p>Work Based Learning <input type="checkbox"/></p>
<p><b>Teaching in this module</b></p>	<p>The module is supported by the module lecturer who undertakes induction and debriefing sessions and provides support though email, telephone contact, drop-in sessions and individual appointments for the subject matter covered by this module. For preparing the assessment, the the student is supported by the 1<sup>st</sup> supervisor, who will also assess the student.</p> <p>Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module.</p> <p>Students are required to actively engage in all online phases: combination of online learning activities, such as lectures, online discussions, tutorials, and exercises.</p> <p>Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. They can also access online tests for self-assessment and exercises including standard solutions and answers. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators and they are advised to for study groups with their peers to enhance their learning. They should meet at least once a week for two hours.</p>	

	<p>Given the online nature of the programme where there is no physical engagement, various digital tools such as forums, online discussions, interactive exercises, peer feedback and peer sessions, mentoring sessions and other digital social tools are employed to make sure that none of the students are isolated. This enables the creation of an online community to enable students to learn from peers and to seek social support.</p> <p>In the lectures, students will analyse various research papers, discuss the methodology applied by the researchers and the suitability of the methodology for achieving the research targets. They should get a feeling for choosing the right research methodology and should be aware of the problems that can occur during the research process, e.g. low response rates, or bias caused by the researcher, in particular in interview situations.</p> <p>The correct use of qualitative research methods will be explained in the online lectures. Data collection instruments, like e.g. sample interview guides will be discussed and sample data will be evaluated. After completion of the module, students should be able to select the most adequate research method(s) for a given research problem, justify their decision and discuss the suitability of this methodology.</p> <p>They get feedback from their supervisor who supports them during the completion of the term paper with advice.</p> <p>Contact hours include:</p> <ul style="list-style-type: none"> <li>• 40 hours of lectures on the module content</li> <li>• 40 hours of online discussions with peers and supervised tutorials, e.g. workshops on qualitative data analysis and coding</li> <li>• 20 hours of individual support on producing the term paper and completion of the assessment</li> </ul> <p>Supervision meetings should take place bi-weekly. Formal feedback is provided once a month in writing (by email). It should address a) the progress made by the student; b) Point out areas where the student showed effort and where they did well; c) Offer clear examples of how to improve.</p>
<p><b>Assessment of this module</b></p>	<p><b>Term Paper incl. Qualitative Data Analysis (80%) 5.000- 7.000 words:</b> Students give a brief introduction into their research topic, outline their research questions and targets. The paper should present a research design suitable for their research targets, justify their decision for a certain methodology, discuss the suitability of this methodology in comparison to other methods.</p> <p>Students then analyze material collected during literature research (1500 – 2000 words, e.g. interviews with industry experts, newspaper articles, research reports) and apply the methodology of qualitative data analysis, i.e. they develop categories, codes and a coding system. They need to consider the quality criteria and present the results in the term paper  <b>Pass Mark: 45%</b></p> <p><b>Presentation (20%):</b> Students need to present their term paper; 15 minutes, approx. 15 slides) and demonstrate their ability to defend their decision for a certain methodology in the subsequent discussion (15 minutes).  <b>Pass Mark: 45%</b></p> <p>Processing Time Full-Time Programme: 4 months          Processing Time Part-Time Programme : 6 months</p>

<p><b>Title of the Module/Unit</b></p>	<p><b>DBA03 – Quantitative Research Methods</b></p>
<p><b>Module/Unit Description</b></p>	<p>This module provides the theoretical and practical preparation to equip students with the skills to develop and undertake quantitative business research. The module covers the necessary skills and requirements for data collection and sampling, data evaluation and performing adequate statistical tests. It also covers the interpretation and presentation of research results.</p> <p>This module will cover the following topics:</p> <ol style="list-style-type: none"> <li>I. Quantitative Research Methods and Statistics             <ol style="list-style-type: none"> <li>a) Quantitative Research Designs and Mixed Methods</li> <li>b) Data collection and sampling</li> <li>c) Coping with problems in data collection (e.g. low response rates)</li> <li>d) Creation of questionnaires</li> <li>e) Descriptive Statistics (Measures of central tendency, Measures of spread)</li> <li>f) Testing hypotheses (Sample to population, Operationalization, Variables, The null and alternative hypothesis, Significance levels, One- and two-tailed predictions, Rejecting or failing to reject the null hypothesis)</li> <li>g) Regression analysis</li> <li>h) T-test; Chi Square test</li> <li>i) Correlation tests (Pearson’s r)</li> <li>j) Factor Analysis</li> <li>k) Bias in quantitative research</li> <li>l) Interpretation of results</li> <li>m) Software for quantitative and qualitative data analysis                 <ul style="list-style-type: none"> <li>• MS Excel</li> <li>• R</li> </ul> </li> <li>i) Presentation of results</li> </ol> </li> </ol>
<p><b>Learning Outcomes</b></p>	<p><b>Competences:</b></p> <p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"> <li>a) develop research instruments and test them using a pre-test;</li> <li>b) consider the location of qualitative, quantitative and mixed research methods within the context of overall research design and its underlying theoretical and philosophical perspectives;</li> <li>c) develop appropriate methods for the collection of data as part of the context in which the research is conducted;</li> <li>d) develop an ethical and principled approach to the conduct of quantitative data collection;</li> <li>e) develop, justify and test hypotheses using adequate statistical methods and software tools;</li> <li>f) perform advanced statistical analyses;</li> <li>g) develop questionnaires according to scientific standards;</li> <li>h) critically review and interpret the research results and articulate and defend conclusions for practice.</li> </ol>

	<p><b>Knowledge:</b></p>
	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <ul style="list-style-type: none"> <li>a) demonstrate a comprehensive understanding of sampling techniques, data collection methods, and survey design;</li> <li>b) interpret research findings and identify patterns and trends;</li> <li>c) demonstrate systematic understanding of the methodological principles and issues concerned with quantitative research;</li> <li>d) demonstrate comprehensive knowledge and understanding of quantitative research methods, such as construction of questionnaires, data analysis, specific statistical and econometric problems, descriptive statistics, and statistical tests;</li> <li>e) Demonstrate a comprehensive understanding of testing hypotheses and using regression analysis;</li> <li>f) demonstrate comprehensive understanding of potential bias in quantitative research and the interpretation of quantitative data;</li> <li>g) critically evaluate the differences between qualitative and quantitative research with reference to the research process and critically assess them in particular with regard to relevant quality criteria and ethical considerations;</li> <li>h) demonstrate expertise in data analysis software (e.g., R, Excel) and statistical techniques</li> </ul>
	<p><b>Skills:</b></p>
	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"> <li>a) collect and critically evaluate data using quantitative scientific research methods;</li> <li>b) select appropriate research instruments and tools;</li> <li>c) clean, transform, and analyze quantitative data to draw meaningful conclusions</li> <li>d) effectively apply research methods including hypothesis formation, operationalisation, survey design, data preparation and analysis;</li> <li>e) articulate and present research results in scientific form, considering quality criteria and ethics in research;</li> <li>f) critically reflect on their own research activities with regard to their justification and possible consequences;</li> <li>g) professionally articulate, present and defend results in a comprehensive, convincing manner to target group-oriented manner (experts and non-experts) and use presentation techniques appropriately for the situation;</li> <li>h) effectively and correctly use software tools for data analysis, such as Excel and R.</li> <li>i) plan, organize, and manage research projects effectively.</li> </ul>



	<p><b>Module-Specific Learner Skills</b> (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit the learner will be able to</p> <ul style="list-style-type: none"> <li>a) present ideas in a research environment;</li> <li>b) defend their findings within a research context.</li> </ul>	
	<p><b>Module-Specific Digital Skills and Competences</b> (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> <li>a) effectively apply software tools for data collection and evaluation;</li> <li>b) effectively use databases for literature research;</li> <li>c) effectively use software for data analysis.</li> </ul>	
<p><b>Hours of Total Learning for this Module/Unit</b></p> <p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <input type="text" value="100"/></p> <p>(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums)</p>	<p>Supervised Placement and Practice Hours <input type="text"/></p> <p>(During these hours the learner is supervised, coached or mentored)</p>
	<p>Self-Study Hours <input type="text" value="340"/></p> <p>(Estimated workload of research and study)</p>	<p>Assessment Hours <input type="text" value="60"/></p> <p>(Examinations/ presentations/ group work/ projects etc.)</p>
<p><b>Total Learning Hours of this Module</b></p>	<p>500</p>	
<p><b>Mode of Delivery</b></p>	<p>Fully Face-to-Face Learning <input type="checkbox"/></p>	<p>Blended Learning <input type="checkbox"/></p>
	<p>Fully Online Learning <input checked="" type="checkbox"/></p>	<p>Work Based Learning <input type="checkbox"/></p>
<p><b>Teaching in this module</b></p>	<p>The module is supported by the module supervisor who provides support through email, telephone contact, drop-in sessions and individual appointments for the subject matter covered by this module. For preparing the assessment, the student is also supported by the principal supervisor, who will assess the student.</p>	

	<p>Induction sessions introduce students to the requirements and demands of the module, assists them in the diagnosis of their abilities, and helps them set individual learning objectives for the module. This is to encourage an appreciation of the effort required to invest to succeed in the module.</p> <p>Students are encouraged to engage in independent online and offline learning activities. Students have access to online videos, textbooks, articles, and a glossary via the LMS. Independent learning is purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Students are the key initiators and they are advised to for study groups with their peers to enhance their learning.</p> <p>The correct use of quantitative research methods will be explained in the online lectures. Data collection instruments, like e.g. sample questionnaires will be discussed and sample data will be evaluated, using adequate statistical methods and tools.</p> <p>The correct use of the software Excel and R will be taught in online workshops starting with a demonstration of the basic functions of the respective software. Lecturers will then demonstrate how to use the software for different sets of sample data, how to conduct statistical tests and how to interpret the results provided by the software. Students will then be asked to form groups and to conduct analyses with sample data or real data themselves. They have to explain to their peers how they proceeded and demonstrate the results.</p> <p>Student will get feedback from their supervisor who supports them during the completion of the term paper with advice.</p> <p>Contact hours include:</p> <ul style="list-style-type: none"> <li>• 30 hours of lectures on the module content</li> <li>• 50 hours of online discussions with peers and supervised tutorials, e.g. workshops on questionnaire design, lessons learned and improvement of data collection instruments</li> <li>• 20 hours of individual support on producing the term paper and completion of the assessment, including feedback on draft versions of the term paper.</li> </ul> <p>Supervision meetings should take place bi-weekly. Formal feedback is provided once a month in writing (by email). It should address a) the progress made by the student; b) Point out areas where the student showed effort and where they did well; c) Offer clear examples of how to improve.</p>
<p><b>Assessment of this module</b></p>	<p><b>Term Paper (60%), 3,000 - 4,000 words:</b> Students develop a research question that can be investigated using quantitative methods. The problem must be explained. They then develop a suitable questionnaire and explain possible analyses of the data, including statistical tests that can be used.</p> <p><b>Pass Mark: 45%</b></p> <p>Processing Time Full-Time Programme: 4 months Processing Time Part-Time Programme : 6 months</p> <p><b>Presentation (10%):</b> Students need to present their research proposal and pretest (online or physical presence; 20 minutes, approx. 15 slides) and demonstrate their subject knowledge in the subsequent discussion (20 minutes).</p> <p><b>Pass Mark: 45%</b></p>

	<p><b>Revealed Exam Questions on Quantitative Data Analysis and Statistics (30%):</b> Students must solve statistical problems based on sample data from a pre-assigned database and specify the solution path using the skills acquired in this module. <b>Pass Mark: 45%</b></p>
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<p><b>Title of the Module/Unit</b></p>	<p><b>DBA120 - DBA Thesis</b></p>
<p><b>Module/Unit Description</b> In this section kindly provide a brief description of the module</p>	<p>Writing the thesis is the final stage of progression to gaining a professional doctorate. The first-year modules prepare the student for their research project, providing them with the necessary competences and skills. They have written a research proposal which has been drafted in stage 1, which helps them structuring their project and achieving relevant milestones.</p> <p>This second stage requires the students to gather the primary data for their research, which will form the basis for the analysis. The findings and analysis are documented before entering the final phase, in which all aspects of the thesis are unified into a coherent piece of research and the work is presented for examination at the viva.</p> <p>This module requires each student to complete a piece of independent/supervised dissertation (60,000 – 70,000 words, not including abstract, appendices and references).</p> <p>The students have the possibility to choose topics from all areas connected to business and management. Students can choose to do research based on databases as well as other information sources, such as e.g., own data collection. Doctoral theses can be also workplace-based.</p>
<p><b>Learning Outcomes</b></p>	<p><b>Competences:</b></p> <p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"> <li>a) develop a realistic research plan and schedule for completion within the registration period, considering ethical and social implications;</li> <li>b) critically reflect on the selection and analysis of research, writing, design, development and sustainability of the argument manifested in innovative scholarly research;</li> <li>c) communicate expertise to a wide audience including peers and the general public using different methods;</li> <li>d) produce original research;</li> <li>e) design and complete their own research problem by systematically developing a topic and correctly processing it according to scientific standards (from outlining to rough draft to final draft);</li> <li>f) develop a well-structured research design that aligns with the research objectives and questions, incorporating appropriate research methods and ethical considerations;</li> <li>g) critically assess and cope with challenges faced during literature review, data collection, data analysis and interpretation of results;</li> <li>h) reflect on current research process and introduce changes in further iterations of research in the context of set research objectives.</li> <li>i) be committed to staying updated with the latest developments in the field of research;</li> <li>j) cultivate a habit of continuous improvement through self-assessment and reflection.</li> </ol>

	<p><b>Knowledge:</b></p>
	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <ul style="list-style-type: none"> <li>a) navigate freely within different research methodologies and identify a suitable methodology to address a specific research topic;</li> <li>b) reflect on and critically evaluate a set of research findings in relation to existing theories, empirical evidence, and scholarly debates in the field;</li> <li>c) construct a research paper based on pre-set technical requirements;</li> <li>d) demonstrate a deep understanding of research ethics and the importance of conducting research in an ethical and responsible manner, including considerations related to informed consent, privacy, and confidentiality;</li> <li>e) organise the existing body of knowledge in the field of business, by presenting new insights, novel perspectives, or empirical evidence that advances the understanding of the research topic.</li> </ul>
	<p><b>Skills:</b></p>
	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"> <li>a) work independently on a scientific question within a given period using scientific working methods;</li> <li>b) critically report on the use of methods to a delimited problem;</li> <li>c) apply critical thinking in selection of the key theories and concepts related to a field of study to the research topic;</li> <li>d) confidently apply appropriate data analysis techniques, demonstrating proficiency in using relevant software tools or statistical methods to analyse and interpret research findings;</li> <li>e) critically reflect on recommendations, models, or concepts to a problem;</li> <li>f) use appropriate quantitative or qualitative research methods;</li> <li>g) conduct a thorough and critical review of the existing literature in the chosen research area, identifying key gaps, controversies, and trends in the field;</li> <li>h) synthesize and integrate diverse sources of information, theories, and empirical evidence to develop insightful and coherent arguments within the thesis;</li> <li>i) critically discuss the limitations of the research, acknowledging any constraints, challenges, or potential sources of bias that may have impacted the study;</li> <li>j) reflect on and expound avenues for future research based on the findings and limitations of the study, suggesting areas that warrant further investigation and potential research implications;</li> <li>k) undertake changes, new iterations and continual modifications as research progresses;</li> <li>l) effectively respond to new research that develops.</li> </ul>

	<p><b>Module-Specific Learner Skills</b> (Over and above those mentioned in Section B)</p> <ul style="list-style-type: none"> <li>a) critically review and apply data collection and analysis skills;</li> <li>b) plan and manage their time to achieving the research goals;</li> <li>c) demonstrate research skills through appropriate structure and design of the project work.</li> </ul>	
	<p><b>Module-Specific Digital Skills and Competences</b> (Over and above those mentioned in Section B)</p> <ul style="list-style-type: none"> <li>a) Demonstrate application of computer skills in data collection, organization and analysis;</li> <li>b) Compose a dissertation using computer software and arrange dissertation writing in accordance with the set requirements in relation to structure and format.</li> </ul>	
<p><b>Hours of Total Learning for this Module/Unit</b></p> <p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <sup>1</sup> <input type="text" value="100"/></p> <p>(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)</p>	<p>Supervised Placement and Practice Hours <input type="text"/></p> <p>(During these hours the learner is supervised, coached or mentored)</p>
	<p>Self-Study Hours <input type="text" value="2880"/></p> <p>(Estimated workload of research and study)</p>	<p>Assessment Hours <input type="text" value="20"/></p> <p>(Examinations/ presentations/ group work/ projects etc.)</p>
<p><b>Total Learning Hours of this Module</b></p>	<p>3000</p>	
<p><b>Mode of Delivery</b></p>	<p>Fully Face-to-Face Learning <input type="checkbox"/></p>	<p>Blended Learning <input type="checkbox"/></p>
	<p>Fully Online Learning <input checked="" type="checkbox"/></p>	<p>Work Based Learning <input type="checkbox"/></p>
<p><b>Teaching in this module</b></p>	<p>The module is delivered in an online face to face format (video conferencing) that fosters student-centered teaching and learning. It is supported by providing additional online resources (Online-Library).</p> <p>The module is supported by the supervisor team who undertakes induction and debriefing sessions and provides support through email, telephone contact, drop-in sessions and individual appointments. The student is assessed by two</p>	

<sup>1</sup> In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.

	<p>external examiners and one internal examiner, who are not members of the supervision team. Examiners are determined by the Academic Board according to the field of research suggested by the student. The Principal Supervisor is responsible for monitoring the student's progress and the student's main contact for questions related to the content of the dissertation. Details can be found in the Doctoral Degree Regulations.</p> <p><b>Supervision of the Dissertation</b></p> <p>The supervision process in for the dissertation ensures that students receive the necessary guidance and support throughout their research journey. The dedicated supervision structure, regular meetings, and feedback mechanism enable students to produce high-quality dissertations that contribute to the field of business. The module aims to foster a collaborative and supportive environment, enabling students to develop their research and critical thinking skills while making a meaningful impact in the business world. Support with advanced research methods will also take place and tutor- led research group meetings will continue discussions as set out in the different modules of stage one. There will be an emphasis on sharing knowledge and experience while reflecting in particular on practise based research.</p> <p><b>Supervision Process:</b></p> <p>Throughout the supervision process, the supervision team provides guidance and support to the student. They help the student navigate through the research process and provide methodological advice. The supervision team also assists in overcoming any challenges or roadblocks that the student may encounter during the research.</p> <p>Regular meetings are scheduled between the student and the supervision team. A schedule of supervisory sessions is agreed with the student and acts as the formal timetable for the module. These meetings serve as milestones to help students manage their work and be guided in their research. The frequency of meetings may vary depending on the stage of the dissertation, but as a standard there will be two meetings per semester with the supervision team (on a full-time basis). During these meetings, the student has to report on the research progress. The supervision team will provide formal feedback to the student within two weeks following the meeting. (report sent by email). It should address a) the progress made by the student; b) Point out areas where the student showed effort and where they did well; c) Offer clear examples of how to improve. The feedback of the supervision team will also be discussed with the student in the next meeting with the principal supervisor.</p> <p>The Principal Supervisor plays a crucial role in providing constructive feedback on the student's work. Supervision meetings with the first supervisor should take place once a week. He/she reviews and provides suggestions for improvement on draft chapters, ensuring that the dissertation meets academic standards. The feedback helps students refine their arguments, strengthen their analysis, and improve the overall quality of their research. Individual questions can always be discussed with Principal Supervisor.</p>
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	<p><b>Split of contact hours during 2 years:</b>          16 hours of meetings with the supervision team (8 x 2 hours for quarterly meetings)          84 hours of meetings with the first supervisor (30-60 minutes per week on average, depending on student’s needs)</p> <p>Students and supervisors should maintain records of the supervisory process. A log of supervisory interactions is primarily a way of ensuring a systematic and structured approach to the work of creating and revising the dissertation.</p> <p><b>Milestones to be achieved by the students</b></p> <p><b>1. Milestone: Research Report after year 2 (12,000 – 15,000 Words)</b>          Submit a research report after the second year (full-time) respectively after the third year (part-time) demonstrating the research progress including updated literature review, methodology and first research results. Data collection process should be completed by the end of the second year (full-time) respectively after the third year (part-time), and a first summary of the research results should be provided. Students not being able to submit their report on time, can apply for an extension of six months.</p> <p>Students will get feedback on their report from their supervisors within six weeks following submission. In case the report is unsatisfactory and/or demonstrates insufficient progress, the students is granted another six weeks for rework and resubmission.</p> <p><b>2. Milestone: First Draft of the Thesis</b>          A first draft of the thesis must be submitted by the end of the 5th semester (full-time) respectively at the end of the 9th semester (part-time). Students not being able to submit their draft thesis on time, can apply for an extension of six months. The application must be filed before the submission of the work becomes due.</p> <p>Students will get feedback on the first draft of their thesis within six weeks. They have to revise their thesis according to the feedback of the supervisor and resubmit. If necessary, there will be a second revision of the thesis.</p> <p><b>3. Milestone: Final Version of the Thesis</b>          The final version of the thesis has to be submitted after year 3 (full-time) respectively year 5 (part-time), taking into account potential extensions granted to the student, which might add up to one year.</p> <p>If the thesis is marked satisfactory, the student will be invited to present and defend the thesis in the viva voce.</p>
<p><b>Assessment of this module</b></p>	<p>Doctoral Thesis and Viva (100%). The doctoral thesis should 60,000 – 70,000 words (roughly 180 - 200 pages in length), and must comply with the formal requirements of UIS.</p> <p>Processing Time Full-Time Programme: 24 months          Processing Time Part-Time Programme : 42 months</p>



	<p>The dissertation will be assessed by two external examiners and one internal examiner familiar with the subject of the dissertation.</p> <p>The dissertation must be defended in a 45-minute presentation (viva voce), followed by a 60-minute discussion with the examiners.</p> <p>The viva voce shall take place six weeks after the submission of the thesis. Students shall be informed of the date of the oral examination at least three weeks before the scheduled date.</p> <p>The assessment procedure is defined in the Doctoral Degree Regulations.</p> <p><b>Pass Mark: 45%</b></p>
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