



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PROGRAMME DOCUMENT

Doctor of Business Administration (Full Time)

Swansea Business School

Faculty of Business & Management

Validated

April 2018

Revised February 2019

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SECTION A - The Main Programme

1. Introduction

1.1 Overview of the Proposal

Awarding Institution/Body:	University of Wales Trinity Saint David	
PSRB(s) associated with final award:	N/A	
Other accreditation:	N/A	
Teaching Institution:	University of Wales Trinity Saint David	
Award Title:	Doctor of Business Administration	
Degree name:	Business Administration	
Intermediate Awards:	None	
Exit Awards:	Postgraduate Certificate (PgCert) Business Administration (60 credits at Level 7) Postgraduate Diploma (PgDip) Business Administration (120 credits at Level 7)	
Programme JACS Code:	N200	
UCAS code:		
Mode of attendance: (tick all that apply)	☒	Full-time
	☐	Part-time
	☐	Distance Learning
	☐	Other (Blended)
Duration:	☒	Standard (AQH 6.2)
	☐	Non-standard (specify)
Location(s) of delivery:		
Language of delivery: (tick all that apply)	☒	English
	☐	Welsh

	☐	English and Welsh (bilingually)
	☐	Other (specify)
QAA Subject Benchmarking Statement(s):	Level 7: QAA Subject Benchmark Statement Master's Degrees in Business and Management (June, 2015)	
Other external benchmarks:	• QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 • QAA's Doctoral Degree Characteristics (2015) • Guidelines published by the Association of MBAs DBA Accreditation Criteria (2016) • Vitae's Researcher Development Framework • QAA UK Quality Code for Higher Education (assuring and enhancing academic quality: Chapter B11, Research degrees) (2013) • The Larnaca declaration on learning design (2016) • Well-being of Future Generations (Wales) Act 2015	

2. Programme Details

2.1 Programme Summary

PROGRAMME SUMMARY Module Details, usage of shared modules, module status (CR = Core / CM = Compulsory / O = Optional)						Module Status (CR / CM / O)	Shared with other programmes YES/NO
Module Code	Module Title	New or Existing	Credits	Level	Assessment summary		
PART I LEVEL 7							
BMDB7002	Applied Qualitative Business Research	N	30	7	Component 1 - 50% Coursework Written assessment 4,500 words Component 2 - 50% Practical Video blog (7 entries)	CM	Yes
BMDB7003	Applied Quantitative Business Research	N	30	7	Component 1 - 50% Practical Practical performance Component 2 - 50% Coursework Blog (7 entries)	CM	Yes
BMDB7001	Identity and Approaches to Applied Business Research	N	30	7	Component 1 - 50% Practical Individual video presentation (15 minutes) Component 2 - 50% Coursework Portfolio (7 elements)	CM	Yes

PROGRAMME SUMMARY Module Details, usage of shared modules, module status (CR = Core / CM = Compulsory / O = Optional)						Module Status (CR / CM / O)	Shared with other programmes YES/NO
Module Code	Module Title	New or Existing	Credits	Level	Assessment summary		
BMDB7004	Leadership and Decision-Making in Complex Environments	N	30	7	Component 1 - 50% Practical Academic Interview (45 minutes) Component 2 - 50% Coursework Portfolio (7 elements)	CM	No
BMDB7006	Resilience, Talent and Technology	N	30	7	Component 1 - 50% Practical Academic Interview (45 minutes) Component 2 - 50% Coursework Portfolio (7 elements)	CM	No
BMDB7007	21st Century Business & Societal Ethics	N	30	7	Component 1 - 50% Practical Seminar Presentation (30 minutes) Component 2 - 50% Coursework Blog (7 entries)	CM	No
PART II LEVEL 8							
BMDB8008	Research Dissertation	N	360	8	Component 1 – 100% Coursework 60,000 word written assessment (research thesis plus <i>viva voce</i>)	CM	No

2.2. Programme Overview

Over the next 15-20 years, business leaders will be faced with unprecedented organisational and societal challenges (e.g. unemployment and underemployment) related to accelerated growth in technology capability (e.g. artificial intelligence, machine learning, robotics, cyber-physical systems (Internet of Things) (World Economic Forum, Future of Jobs Report, 2016; Future Generations Commissioner for Wales, 2017), capability that has led thought leaders to announce the advent of the Fourth Industrial Revolution (Schwab, 2016). Such capability, coupled with increasing political, economic, social and demographic change is increasing uncertainty in the general environment, which is trending at 1.4 standard deviations above historical norms (Carney, 2016). As acknowledged in the Welsh Government's Well-Being of Future Generations (Wales) Act (2015), there is a profound need to focus on the short medium and long-term impact of these conditions on the future of organisations and societies globally.

The programme presented in this document has been compared for uniqueness and contrasted for content against the following programmes: University of South Wales, Durham University, Nottingham Trent University, University of Bradford, Harvard University (DBA in Management), University of South Florida, Birmingham City University, Henley, University of Southampton, University of Portsmouth, University of Northampton, Teeside University, University of Manchester, Middlesex University, Heriot-Watt University, Aston University, Robert-Gordon University.

The UWTSD full-time DBA is aimed at current and emerging leaders in organisations with a minimum of three years professional experience and, an existing Level 7 award or its professional equivalent. The UWTSD DBA programme focuses on current and anticipated challenges related to Volatile, Uncertain, Complex and Ambiguous environments for organisations and societies in general. The programme of study is driven and defined by the triumvirate of complexity, identity and sense-of-place/place-making. These three core themes are contextualised via Schwab's vision of The Fourth Industrial revolution and workplace 4.0, where people will need to compete and collaborate with, as well as outperform, technology in order to maintain organisational and societal competitive advantage. Furthermore, the DBA focuses on directly responding to headline statements within the Welsh Government's Well-Being of Future Generations (Wales) Act (2015), which are equally as valid for all students, regardless of current and future residence, specifically developing current and future business leaders to deliver:

“An innovative [and] productive...society....which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work” (p. 6)

and

“A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being’ (p. 6)

The programme aims to develop the knowledge, skills and experience of senior managers and leaders to enhance their ability to prepare individuals, organisations and society for the strategic, operational, moral and ethical dilemmas that will emerge as the result of accelerated growth in technological capability. To achieve such aims, the programme will focus on enhancing understanding of networks and complexity, drawing on a knowledge base that includes, but is not limited to, complexity theory (Complex Adaptive Systems), network theory, Actor Network Theory, sociocultural approaches to identity, Sensemaking, Liebig's Law of the Minimum, Ashby's Law of Requisite Variety, Soft Systems Methodology, the knowledge-based

view of the firm, Diffusion of Innovations Theory, Agency Theory and Complex Adaptive Systems.

This validation document is for a Doctorate in Business Administration (DBA) that is composed of both taught modules and a doctoral-level research project. Doctoral awards at the University of Wales Trinity Saint David range from traditional PhDs, completed entirely through research, and doctorates by publication, together with professional doctorates rooted in the structured integration of work-based learning and accreditation of prior learning through assessment of professional practice. The UWTSD DBA has been offered in London since 2014. Subsequently, a Faculty review decided to take the opportunity to refine the DBA to meet specific student communities, focusing on primarily a full-time traditionally delivered programme for International students, and a Swansea-led programme, focusing on a local and international market of professionals who want an innovative programme

The DBA is a professional doctorate, specifically aimed at those involved in first, second and third sector organisations in management and leadership roles. It is a programme which will prepare the professional people who enrol with the skills and knowledge to interrogate research, to critique theory, and to conduct robust research which will impact on policy and practice in their area of professional activity.

The QAA's Doctoral Degree Characteristics (QAA 2015) notes that

Professional and practice-based doctorates provide an opportunity for individuals to situate professional knowledge developed over time in a theoretical academic framework. As such, they have different structures from other forms of doctorate. They are often post-experience qualifications and therefore they are frequently the doctoral degree of choice for mid-career professionals. (QAA, 2015, p. 8)

A summary of the main characteristics of the DBA is clearly outlined in the QAA's document which has been a key benchmarking reference for this document:

Professional and practice-based doctorates usually contain taught elements with significant lecture and seminar content, but final award of the doctorate is based on a supervised research project, projects or portfolio. In some programmes, the taught elements are assessed and either a pass/fail, or a mark or grade, is given. Such assessments may act as incremental hurdles for the candidate as part of his/her progress towards the independent research project.

Research projects in professional doctorates are normally located within the candidate's profession or practice.

In both practice-based and professional doctorate settings, the candidate's research may result directly in organisational or policy-related change. (QAA, 2015, p. 9)

The UWTSD DBA responds to the environmental and quality challenges set out in this document, as well as specific programme level challenges set out by bodies such as the Association of MBAs, via the "DBA Accreditation Criteria" (2016):

"The Institution offering a DBA must be...committed to quality and continuous improvement. It should possess a distinctive market identity and a research culture which provides the basis for a high-quality and successful DBA portfolio" (p. 1)

. The DBA programme will enhance the potential for innovation and a positive contribution to society through an approach to learning design that will blend the expertise of academics with lecturers in practice (being senior industry experts who will focus on the applied aspect of theories, concepts and frameworks introduced during the DBA).

Learning, Teaching and Assessment Strategy

The programme is focused on creating the best outcomes for all candidates and recognises the crucial role of excellence in teaching, learning and assessment in enabling learners' to thrive. The programme will provide a high quality learning experience which is motivating, rewarding, challenging and aspirational. The programme strives to continually improve the student learning experience leading to higher levels of student attainment and success.

The programme promotes learning through the use of varied, flexible and innovative teaching and assessment activities, informed by research. These are specifically designed for learners from a diverse range of educational backgrounds. Central to the strategy is the valuing of each learner's own knowledge and experience and recognising the learning they have achieved outside higher education through work based practice development.

The Programme provides opportunities for students to develop and demonstrate knowledge and understanding, cognitive, practical and transferable skills.

Knowledge and Understanding

Increasingly the delivery of the programmes uses technology to facilitate access to learning activities and resources and enable learners who are geographically widespread,

Learning and teaching activities within each module include:

- workshops and seminars
- support through the VLE and one to one skype tutorials
- online seminars and discussion activities on the VLE
- action learning sets
- module resources on the VLE

The purpose of these activities is to enable each learner to engage in a critique of relevant theories and concepts through the lens of their own professional practice or organisational context. The development of such critical reflection is enabled through discussion and joint exploration with peers and tutors within workshops and on-line discussion groups. Throughout, the learners undertake independent study and research involving engagement with cohort peers; literature review and research and critical reflection upon theory and practice in their own context.

Cognitive Skills

Learners are expected to apply theoretical concepts and principles to their own context and to critically engage with differing philosophical perspectives that underpin their practice area. Learners, reflecting upon their own context will construct their own arguments drawing on appropriate evidence and participate in critical engagement with their fellow learners

Practical Skills

Learners are already engaged with the work context and are able to bring their expertise in practical skills of collaboration, collective problem solving and self-management to their learning environment and peer group. During the course of their studies they will be able to experience varying perspectives and beliefs/values of their peer group and incorporate it within their critical reflection upon practice.

Assessment tasks are then designed to include this critical reflection and synthesis by requiring experimentation with, and application of, theoretical frameworks and models within the workplace itself and the learner's own professional practice. Examples of this strategy include the use of learning diaries as part of the assessment task.

All modules include formative assessment activities in line with the University Learning and Teaching Strategy. These vary depending on the module, but include Module Leader feedback on student blogs and feedback on collaborative workshop work. Formative assessment feeds into summative assessment, for example or through peer and tutor feedback.

All module summative assessment is through the submission of coursework or practical delivery. For example, it may include a variety of approaches including portfolios of work, academic interviews, presentations to peers, colleagues or an academic audience or the production of artefacts or products. Assessment requirements will typically include combinations of written and other work.

Virtual Learning Environment (VLE)

The University is committed to providing an appropriate infrastructure to enable a supportive technology-enhanced environment for all learners through investment in physical and technological resources. Learning technologists are employed by the University to support technology enhanced learning provision both on and off campus. Learners will benefit from the learning enhancement and flexibility offered by the VLE. The DBA will utilise both standard and emerging VLEs, with the intention being to enhance the depth, completeness and security of learning. As such, the DBA will utilise Moodle (the University's standard VLE) for the purpose of disseminating information, a repository for course materials and for the submission of assignments.

Student Feedback on Design of Curricula

Students and potential students from inside and outside the university, both domestic and international, were engaged in the redevelopment of the DBA (including module titles and content). For example, London DBA students were engaged between 2015 and 2017, as part of the staff-student liaison process during the delivery of existing modules on the London campus; also students from the September 2017 cohort DBA in Swansea. Focus groups were also held in both UK and international settings to make sense of existing and prospective student needs (e.g. Indiana Wesleyan University (USA), Laing O'Rourke construction, Premier Health Learning Institute (USA) and Chartered Management Institute seminar events (UK).

. The DBA has brought greater focus to the applied, professional nature of the course and the student need for experiences/assessments that respond to the needs of a work environment that is experiencing exponential change as a result of the Fourth Industrial Revolution. As a result, and as one example, "qualitative research" has been changed to "applied qualitative business research", where when tested with 27 current and prospective students all 27 stated that the title alone was more appealing and better reflected the applied nature of a professional doctorate.

Extra costs to be borne by the learner

The following additional costs are to be borne by DBA students:

- purchase of essential and recommended textbooks.
- travel to and from any events.
- accommodation at any events.

- Purchase of specialist kit for any events (e.g. Personal Protective Equipment (PPE)).

The Swansea Business Campus faculty is confident that it is in a strong position to continue to offer this programme and, in doing so, will enable the candidates to contribute to, and indeed lead, improvement and change.

2.3. Programme Structure

Structure summary

Pattern of attendance: Full Time

Programme duration: Standard, that is, a minimum of 4 years and a maximum of 6 years of full time study.

Mode of study/delivery: The delivery of the programme takes a blended learning approach, via a combination of:

- On campus learning - where cohort members are able to meet and interact;
- online learning, supported by a Virtual Learning Environment (VLE).

Pattern of delivery: All taught modules will be delivered within one calendar year, with each module being delivered in sequential order (a rolling programme). On completion of Part I, students will move on to Part II of the programme, which entails supervision for their thesis.

Intake points: There are three intake points: September, February and June.

Parts and credits: The programme is divided into two parts: Part I (level 7) comprises the taught modules – candidates must complete 180-credits worth of modules. Part II (level 8) is the Research Dissertation, which is 360 credits. Part I prepares candidates for Part II. The total credit-value of the award is 540 credits.

Module size and balance of core and optional modules: At Part I, candidates must study six compulsory modules, which are each 30-credits in size.. There is only one module at Part II (Level 8) – the compulsory Research Dissertation.

The DBA will be delivered using a blended approach to learning, the rationale for which has been informed by the QAA Characteristics Statement for Doctoral Degrees (2015) - for example, the need to provide high quality opportunities for peer interaction and support (p. 13) and a vibrant research environment.. The primary mode of delivery will be on campus at Swansea Business School. Full time study during the Level 7 taught component means that candidates will be expected to complete 180 credits per calendar year of the taught element of the programme.

As the full time course is a rolling programme, candidates entering in either September, February or June will join existing cohorts. A typical delivery schedule is shown below, though the programme team reserves the right to change the order of delivery.

Module code	Module	Credits	Level	Status	Delivery months
BMDB7001	Identity and Approaches to Applied Business Research	30	7	CM	March to April

BMDB7004	Leadership and Decision-Making in Complex Environments	30	7	CM	April to May/June
BMDB7006	Resilience, Talent and Technology	30	7	CM	June to July
BMDB7002	Applied Qualitative Business Research	30	7	CM	September to October
BMDB7007	21st Century Business & Societal Ethics	30	7	CM	October to November
BMDB7003	Applied Quantitative Business Research	30	7	CM	December to February

Early exit awards

After completion of 180 credits, candidates will progress to the thesis (360 credits), which will be supported via an induction and two-day research proposal seminar. Students can exit with a PG Cert Business Administration after completing two of the compulsory modules at Part I. Students can also exit with a PG Dip Business Administration after completing the four compulsory modules at Part I.

Early exit Award	Credits
PG Cert Business Administration	60 credits
PG Dip Business Administration	120 credits

2.4. Programme Aims

The aim of this programme is to provide a programme of study that enables candidates to:

Acquire the highest level qualification to support entry or progression into diverse careers across all sectors, in which they may bring their research skills to bear in their own professional context.

2.5. Programme Learning Outcomes

The following level 8 DBA learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Doctorates (2015) and the QAA subject benchmark for Master's degrees in business and management. The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and Understanding Skills

Successful candidates of the programme will be able to demonstrate:

KU1	The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, to extend the forefront of the business and management discipline, and merit publication.
KU2	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of the business and management discipline or area of professional practice
KU3	A detailed understanding of applicable techniques for research and advanced academic enquiry.

Each of the above PLOs is covered by the level 8 module/Part II of the Doctorate (taking into account individual patterns of study).

Cognitive Skills

Successful candidates of the programme will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific business and management.

Successful candidates will be able to:

CS1	Conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the business and management discipline, and to adjust the project design in the light of unforeseen problems
CS2	Continue to undertake applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches

Each of the above PLOs is covered by the level 8 module/Part II of the Doctorate (taking into account individual patterns of study).

Practical Skills

Successful candidates of the programme will be able to:

PS1	Make informed judgements on complex issues in specialist fields of business and management, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
PS2	Create, interpret, construct and/ or elucidate knowledge which extends the forefront of the business and management discipline, usually through original research.

Each of the above PLOs is covered by the level 8 module/Part II of the Doctorate (taking into account individual patterns of study).

Key Skills

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:

KS1	An innovative approach to tackling and solving problems.
KS2	The development of an individual's professional practice to support them in producing a contribution to professional knowledge.

Each of the above PLOs is covered by the level 8 module/Part II of the Doctorate (taking into account individual patterns of study).

Postgraduate Diploma Business Administration programme learning outcomes (Level 7 exit award)

The following Postgraduate Diploma Business Administration learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Master's Degrees (2015) and the QAA subject benchmark for master's degrees in business and management.

As the learning outcomes for the PGDip and the PGCert are both written at level 7 they are very similar, as one (and the QAA) would expect. The differentiating factor is the *quantity* of credits achieved for the differing level 7 awards. This PGDip is awarded to students who achieve 120 level 7 credits.

The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and Understanding Skills

Graduates of the programme will be able to demonstrate:

KU1	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the business and management discipline and professional practice.
KU2	A comprehensive understanding of techniques applicable to their own research or advanced scholarship in business and management
KU3	Conceptual understanding of business and management principles, theories, techniques and methodologies.
KU4	An advancement of their knowledge and understanding, and to develop new skills to Postgraduate Diploma level.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Cognitive Skills

Graduates will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific business and management. Graduates will be able to:

CS1	Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
CS2	Evaluate critically current research and advanced scholarship in the business and management discipline.
CS3	Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Practical Skills

Graduates will be able to:

PS1	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the business and management discipline.
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PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge.
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Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Key Skills

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:

KS1	The exercise of initiative and personal responsibility
KS2	Decision-making in complex and unpredictable situations
KS3	The independent learning ability required for continuing professional development.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Postgraduate Certificate programme learning outcomes (Level 7 exit award)

The following Postgraduate Certificate Business Administration learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Master's Degrees (2015) and the QAA subject benchmark for master's degrees in business and management.

As the learning outcomes for the PGDip and the PGCert are all written at level 7 they are very similar, as one (and the QAA) would expect. The differentiating factor is the *quantity* of credits achieved for the differing level 7 awards. This PGCert is awarded to students who achieve 60 level 7 credits.

The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and Understanding Skills

Graduates of the programme will be able to demonstrate:

KU1	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the business and management discipline and professional practice.
KU2	A comprehensive understanding of techniques applicable to their own research or advanced scholarship in business and management
KU3	Conceptual understanding of business and management principles, theories, techniques and methodologies.
KU4	An advancement of their knowledge and understanding, and to develop new skills to Postgraduate Certificate level.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Cognitive Skills

Graduates will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific business and management. Graduates will be able to:

CS1	Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
CS2	Evaluate critically current research and advanced scholarship in the business and management discipline.
CS3	Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Practical Skills

Graduates will be able to:

PS1	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the business and management discipline.
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PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge.
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Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Key Skills

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:

KS1	The exercise of initiative and personal responsibility
KS2	Decision-making in complex and unpredictable situations
KS3	The independent learning ability required for continuing professional development.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

SECTION B

3.1 Placements

Not applicable

3.2 Work-based Learning

Not applicable

3.3 Sustainability Statement and the Well-being of Future Generations (Wales) Act 2015

The essence of sustainability is a form of development that “meets the needs of the present without compromising the ability of future generations to meet their own needs.” (WCED, 1987). The achievement of this within an educational context requires a holistic approach which emphasises the importance of the learners, as well as the learning. In other words, sustainable thinking should not only be apparent in the content of delivery, but also the form of delivery and is implicit as well as explicit in the learning and teaching experience.

The programme has been designed to have business sustainability at its core. Programme content offers consideration of global challenges and local distinctiveness, consideration of business management concepts and perspectives within social, cultural, environmental and economic contexts, aspects of enterprise, inter-culturality, global and local responsibility, technological change and innovation and strategies for resilience and prosperity. Programme delivery will be flexible, collaborative, personal and make use of contemporary digital learning.

The programme aims to produce graduates who not only understand what sustainability means in context, but view the world through a sustainability lens, so that actions in and outside of the workplace naturally reflect a sustainable approach. Sustainable principles have been embedded in the design and development of the programme, and in doing so build on UNESCO's ‘Five Essential Pedagogic Approaches for Sustainability’:

1. Futures Thinking

The learning approach engages students in discussion about the nature of sustainable approaches to business and management and requires them to envisage potential futures and take ownership for the decisions they may make in a personal and professional context. Through case studies and discussion they consider the impact of their actions in socio-cultural, economic and environmental contexts.

2. Critical and Creative Thinking

Students are encouraged to become critical and creative thinkers, and the multi-disciplinary nature of a this programme offers students the opportunity to take a holistic approach to decision making, and envisage situations from multiple perspectives and varying cultural contexts.

3. Participation and Participatory Learning

Candidates on the programme learn from each other by participating in discussion and creating knowledge together. Students will work together to develop a shared understanding of

concepts, built from multiple perspectives. The learning approach is student centred and encourages empowerment and ownership of learning.

4. Systemic Thinking

Within their learning students are encouraged to approach problems and issues from different temporal and spatial perspectives, and issues relating to local-global connectivity are explored.

5. Partnerships

Learning focuses on collaboration. Candidates learn to be collaborative learners and there is an emphasis, both within course content and learning approach, on the significance of the development of meaningful partnerships.

By adopting this approach, by embedding sustainable principles in learning as well as content, graduates from the programmes will view sustainability not as a subject area, but as a way of living and working.

The DBA will be draw candidates from a global market and, therefore, while seeking to ensure that the programme contributes to the Well-being of Future Generations (Wales) Act 2015, it is not possible to fully respond to all development goals.

List Module(s) where learning and teaching materials pertaining to the goal are embedded	Development Goals						
	1) A prosperous Wales	2) A resilient Wales	3) A healthier Wales	4) A more equal Wales	5) A Wales of cohesive communities	6) A Wales of vibrant culture and thriving Welsh language	7) A Globally responsible Wales
Module Code							
BMDB7001	✓	✓		✓	✓		✓
BMDB7002	✓	✓		✓	✓		✓
BMDB7003	✓	✓		✓	✓		✓
BMDB7004	✓	✓		✓	✓		✓
BMDB7006	✓	✓		✓	✓		✓
BMDB7007	✓	✓		✓	✓		✓

SECTION C - All Programmes

4. Module Details

MODULE CODE: BMDB7002
TITLE: Applied Qualitative Business Research
DATED: 26/02/2019

LEVEL: 7
CREDITS: 30

JACS CODE: N200

AIM(S)

- To enable candidates to critically assess the appropriate contexts for using qualitative research techniques, the philosophical underpinnings, strengths and limitations of qualitative research.
- To equip candidates with the knowledge, skills and applied understanding required to undertake qualitative research at doctoral level, including links to mixed-method approaches.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate the underpinnings of qualitative research principles and the strengths and limitations of qualitative research techniques;
- critically evaluate the contexts and research questions appropriate for qualitative research techniques, and be able to design qualitative data collection and analysis methods.
- apply qualitative analysis techniques in order to address a particular research question;

INDICATIVE CONTENT

- Philosophical foundations of qualitative traditions.
- Bias and triangulation in qualitative research.
- Researcher reflexivity.
- Qualitative design: ethnography, narrative, phenomenological, grounded theory, and case study
- Qualitative research ethical and moral challenges.
- Challenges of credibility, transferability, dependability and confirmability in qualitative traditions.
- Qualitative data collection methods.
- Qualitative data analysis.

LEARNING AND TEACHING STRATEGY

Learning will be delivered on campus. Learning design will incorporate practices suggested in the Larnaca Declaration on Learning Design to meet the characteristics of doctoral graduates set out in the QAA Characteristics Statement (2015, p. 4). Learning will take place over a period of 10 weeks and the learning strategy will look to design and delivery activities that encourage self-directed and self-management of learning, where candidates can expect to:

- search for, discover, access, retrieve, sift, interpret, analyse, evaluate, manage, conserve and communicate an ever - increasing volume of knowledge from a range of sources
- think critically about problems to produce innovative solutions and create new knowledge
- plan, manage and deliver projects [learning], selecting and justifying appropriate methodological processes while recognising, evaluating and minimising the risks involved and impact on the environment
- exercise professional standards in research and research integrity, and engage in professional practice, including ethical, legal, and health and safety aspects, bringing enthusiasm, perseverance and integrity to bear on their work activities
- support, collaborate with and lead colleagues, using a range of teaching, communication and net working skills to influence practice and policy in diverse environments
- appreciate the need to engage in research with impact and to be able to communicate it to diverse audiences , including the public
- build relationships with peers, senior colleagues, students and stakeholders with sensitivity to equality, diversity and cultural issues.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	27
Independent learning	220	73
Placement learning	0	0
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assessment	4500 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video Blogs	7 entries	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50
Practical	50
TOTAL	100%

READING LIST

Module Code	BMDB7002	
Module Title	Applied Qualitative Business Research	
Classification	Reading List entry	Electronic*
Essential	Guba, E.G. and Lincoln, Y.S. (1994) Competing Paradigms in Qualitative Research, IN: DENZIN, N and LINCOLN, S (Eds.), <i>Handbook of Qualitative Research</i> . London: Sage, p. 105-117	NO
Essential	Patton M. Q. (2015) Qualitative research and evaluation methods, 4th ed. Thousand Oaks, CA: Sage Publications.	NO
Further	Allen, I. and Seaman, C.A. (2007) Likert scales and data analysis, <i>Quality Progress</i> , 40(7), 64-65	x
Further	Checkland, P. (2000) Soft systems methodology: A thirty year retrospective. <i>Systems Research and Behavioural Science</i> , 17, S11–S58.	x
Further	Fereday, J. and Muir-Cochrane, E. (2006) Demonstrating Rigour Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development, <i>International Journal of Qualitative Methods</i> , 5(1), 80-92	x
Further	Flyvbjerg, B. (2006) Five misunderstandings about case-study research, <i>Qualitative Enquiry</i> , 12(2), 219-245	x

Further	Guba, E.G., and Lincoln, Y.S. (1981) <i>Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches</i> , San Francisco, CA: Jossey-Bass.	NO
Further	Michael, M. (2017). <i>Actor Network Theory: Trials, trials and translations</i> . London: Sage	NO
Further	Miles, B.M. and Huberman, A.M. (1994) <i>Qualitative data analysis: an expanded sourcebook</i> , London: Sage	NO
Further	Morse, J.M., Barrett, M., Mayan, M., Olson, K. and Spiers, J. (2002) Verification strategies for establishing reliability and validity in qualitative research, <i>International Journal of Qualitative Methods</i> , 1(2), 331-339	x
Further	Stake, R. (1995) <i>The art of case study research</i> , Newbury Park CA: Sage	NO
Further	Weinstein, K. (2002) <i>Action Learning: A practical guide</i> , London, Gower	NO

MODULE CODE: BMDB7003
TITLE: Applied Quantitative Business Research
DATED: 26/02/2019

LEVEL: 7
CREDITS: 30

JACS CODE: N200

AIM(S)

- To enable candidates to critically assess the appropriate contexts for using quantitative research techniques, the philosophical underpinnings, strengths and limitations of quantitative research.
- To equip candidates with the knowledge, skills and applied understanding required to undertake quantitative research at doctoral level, including links to mixed-method approaches.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate the contexts for using quantitative research techniques, the philosophical underpinnings, strengths and limitations of quantitative research;
- design a quantitative research project, with particular attention to hypotheses, data sources, sampling and questionnaire design;
- apply quantitative analysis techniques in order to address a particular research question;

INDICATIVE CONTENT

- Quantitative study design and philosophy – theories and data; hypothesis testing; assumptions of quantitative research; debates and paradigms in quantitative study design; statistical modelling.
- Using archival and other secondary data sources.
- Survey and questionnaire design.
- Sampling strategies and power calculations.
- Graphical and numerical techniques for the exploration of large data sets.
- Variable types, descriptive and inferential statistics.
- Assumptions and execution of parametric statistical tests and modelling, e.g. t-test, correlation, regression.
- Nonparametric tests and when to use them.

- Exploratory factor analysis.
- The use of statistical software packages such as SPSS in research – how to input and manipulate data in SPSS, run statistical analyses and interpret output.
- Interpreting and writing reports of quantitative findings.

LEARNING AND TEACHING STRATEGY

Learning will be delivered on campus. Learning design will incorporate practices suggested in the Larnaca Declaration on Learning Design to meet the characteristics of doctoral graduates set out in the QAA Characteristics Statement (2015, p. 4). learning will take place over a period of 10 weeks and the learning strategy will look to design and delivery activities that encourage self-directed and self-management of learning, where candidates can expect to:

- search for, discover, access, retrieve, sift, interpret, analyse, evaluate, manage, conserve and communicate an ever - increasing volume of knowledge from a range of sources
- think critically about problems to produce innovative solutions and create new knowledge
- plan, manage and deliver projects [learning], selecting and justifying appropriate methodological processes while recognising, evaluating and minimising the risks involved and impact on the environment
- exercise professional standards in research and research integrity, and engage in professional practice, including ethical, legal, and health and safety aspects, bringing enthusiasm, perseverance and integrity to bear on their work activities
- support, collaborate with and lead colleagues, using a range of teaching, communication and net working skills to influence practice and policy in diverse environments
- appreciate the need to engage in research with impact and to be able to communicate it to diverse audiences , including the public
- build relationships with peers, senior colleagues, students and stakeholders with sensitivity to equality, diversity and cultural issues.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	27
Independent learning	220	73
Placement learning	0	0
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical performance	Extended Performance Project	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Blog	7 entries	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50
Practical	50
TOTAL	100%

READING LIST

Module Code	BMDB7003	
Module Title	Applied Quantitative Business Research	
Classification	Reading List entry	Electronic*
Further	Argyrous, G. (2011) <i>Statistics for Research: with A Guide to SPSS</i> , 3rd ed, London: Sage.	NO
Essential	Field, A. (2013) <i>Discovering Statistics Using SPSS for Windows</i> , 4th ed. London: Sage.	NO
Essential	Waters, D., & Waters, C. D. J. (2011). <i>Quantitative methods for business</i> . 5th edition. Pearson Education.	NO
Further	Byrne, D. (2002) <i>Interpreting Quantitative Data</i> , London: Sage.	x

Further	Dawson, J (2017), <i>Analysing quantitative survey data for business and management students</i> , London: Sage	NO
Further	De Vaus, D. (2008) <i>Analyzing Social Science Data</i> , London: Sage.	NO
Further	George, D. and Mallery, Paul (2013), <i>SPSS for Windows Step by Step A Simple Guide and Reference 17.0 Update</i> , 10 th ed, Cambridge: Pearson Education, Inc.	NO
Further	Huck, S.W. (2013) <i>Reading Statistics and Research</i> , 5th ed., Boston, MA: Allyn & Bacon.	x
Further	O'Neil, C (2016) <i>Weapons of Math Destruction</i> . New York: Crown.	NO
Further	Pallant, J. (2013) <i>SPSS Survival Manual</i> , 5th ed., Melbourne: Allen & Unwin.	x
Further	Rowntree, D. (1981, reprinted 2004) <i>Statistics Without Tears: A Primer for Non-Mathematicians</i> . Cambridge: Scribner/Pearson.	NO
Further	Swift, L. and Piff, S. (2014) <i>Quantitative Methods for Business, Management & Finance</i> 4th Edition, Basingstoke: Palgrave Macmillan.	NO

MODULE CODE: BMDB7001
TITLE: Identity and Approaches to Applied Business Research
DATED: 26/02/2019

LEVEL: 7
CREDITS: 30

JACS CODE: N200

AIM(S)

- To heighten awareness of learning, when it happens, where it happens, how it happens, with whom and why to enhance candidate awareness of individual identity, self-management and self-directedness in the doctoral learning process, and how the application of learning shapes the world around them.
- To prepare students to integrate the rigour of academic research and scholarly discussion in the context of professional (applied) practice.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate the role of theory, epistemology, ontology and axiology in shaping and interpreting research;
- critically evaluate approaches to reliability, validity and bias in social research;
- examine fully the ethical considerations in social research and develop research designs that meet a high standard of ethical practice;
- critique communications and demonstrate mastery of scholarship by constructing effective modes of communication according to the target audience.

INDICATIVE CONTENT

- theory, paradigms, epistemology, ontology and axiology – the philosophical underpinnings of research;
- positionality (insider/outsider) and bias in research;
- reading and evaluating literature as a practitioner- researcher;
- introduction to research design;
- frameworks for conducting critical appraisals of professional and academic communications;
- ethics in business research;
- making a contribution – What makes an original and important research question? Linking to other research; applied social research; developing recommendations for evidence-based practice;

- academic communication – academic conventions and styles of communication; conference presentations; journal and report writing; peer reviewing; presenting academic research to non-academic audiences.

LEARNING AND TEACHING STRATEGY

Learning will be delivered on campus. Learning design will incorporate practices suggested in the Larnaca Declaration on Learning Design to meet the characteristics of doctoral graduates set out in the QAA Characteristics Statement (2015, p. 4). Learning will take place over a period of 10 weeks and the learning strategy will look to design and delivery activities that encourage self-directed and self-management of learning, where candidates can expect to:

- search for, discover, access, retrieve, sift, interpret, analyse, evaluate, manage, conserve and communicate an ever - increasing volume of knowledge from a range of sources
- think critically about problems to produce innovative solutions and create new knowledge
- plan, manage and deliver projects [learning], selecting and justifying appropriate methodological processes while recognising, evaluating and minimising the risks involved and impact on the environment
- exercise professional standards in research and research integrity, and engage in professional practice, including ethical, legal, and health and safety aspects, bringing enthusiasm, perseverance and integrity to bear on their work activities
- support, collaborate with and lead colleagues, using a range of teaching, communication and net working skills to influence practice and policy in diverse environments
- appreciate the need to engage in research with impact and to be able to communicate it to diverse audiences, including the public
- build relationships with peers, senior colleagues, students and stakeholders with sensitivity to equality, diversity and cultural issues.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	27
Independent learning	220	73
Placement learning	0	0
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

- ☐ Written exam
 ☐ Coursework
 ☒ Practical

Mode of assessment	Volume	Weighting
Individual video	15 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	7 elements	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50
Practical	50
TOTAL	100%

READING LIST

Module Code	BMDB7001	
Module Title	Identity and Approaches to Applied Business Research	
Classification	Reading List entry	Electronic*
Essential	Pritchard, D. (2014) What is this thing called knowledge?. Routledge.	x
Essential	Saunders, M. N., & Lewis, P. (2012). Doing research in business & management: An essential guide to planning your project. Pearson.	x
Essential	Sekaran, U., & Bougie, R. (2016). Research methods for business: A skill building approach. John Wiley & Sons.	NO
Further	Abbott, A. (2010) <i>Chaos of Disciplines</i> . University of Chicago Press.	NO
Further	Alvarez, J.L. ed. (2016) The diffusion and consumption of business knowledge. Springer.	NO
Further	Babbie, E.R. (2015) The practice of social research. Nelson Education.	x
Further	Bryman, A. ed. (2013) Doing research in organizations. Routledge.	x
Further	Campbell, A. and Groundwater-Smith, S. (2007) <i>An ethical approach to practitioner research</i> . London: Routledge.	x

Further	Clark, A. and R. Dawson (1999) <i>Evaluation Research: An Introduction to Principles, Methods and Practice</i> . London: Sage.	x
Further	Costley, C., Elliott, G. and Gibbs, P. (2010) <i>Doing Work based Research: approaches to enquiry for insider-researchers</i> London: Sage	x
Further	Easterby-Smith, M., Thorpe, R. and Jackson, P (2012 4 th ed) <i>Management Research</i> , London: Sage.	NO
Further	Gill, J. and Johnson, P. (2010) <i>Research methods for managers</i> . Sage.	NO
Further	Hammersley, M. (ed), (1993) <i>Social Research: Philosophy, Politics and Practice</i> . London: Sage.	NO
Further	Knopf, J.W. (2006) Doing a literature review. <i>PS: Political Science & Politics</i> , 39(1), pp.127-132.	x
Further	Robson, C. (2011) <i>Real World Research</i> , Chichester: John Wiley and Sons.	NO
Further	Schostak, J. and Schostak, J. (2008) <i>Radical research: Designing, developing and writing research to make a difference</i> . London: Routledge.	x
Further	Thomson, A. (2009) <i>Critical Reasoning: A Practical Introduction</i> . Routledge.	x

MODULE CODE: BMDB7004
TITLE: Leadership and Decision-Making in Complex Environments
DATED: 26/02/2019

LEVEL: 7
CREDITS: 30

JACS CODE: N200

AIM(S)

- To enable candidates to understand the need to differentiate organisational and societal actions according to simple, complicated, complex and chaotic domains.
- To equip candidates with the knowledge, skills and applied understanding of sensemaking and change within complex adaptive systems.
- To critically appraise the role of leadership in the context of complex adaptive systems.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- design a leadership framework that aligns with the needs of complex adaptive systems;
- devise plans that anticipate and allow for rapid adaption to unintended consequences that emerge as a result of actions taken in complex environments;
- demonstrate enhanced critical awareness of leadership and management influence in complex adaptive systems through applied understanding of Actor Network Theory.

INDICATIVE CONTENT

- Complexity theory, applied concepts and frameworks in the context of Complex Adaptive Systems.
- Methods for Sensemaking in complex adaptive systems (e.g. concepts such as Checkland's Soft Systems Methodology and applied techniques such as SenseMaker by Cognitive Edge).
- Low probability, high impact events and links to unintended consequences in complex adaptive systems.
- Ashby's Law of Requisite Variety.
- Alignment of leadership and management actions with the governing principles of simple, complicated, complex and chaotic domains.
- International Risk Governance Council risk and uncertainty framework.
- Applied Actor network Theory in the context of Complex Adaptive Systems.

LEARNING AND TEACHING STRATEGY

Learning will be delivered on campus. Learning design will incorporate practices suggested in the Larnaca Declaration on Learning Design to meet the characteristics of doctoral graduates set out in the QAA Characteristics Statement (2015, p. 4). learning will take place over a period of 10 weeks and the learning strategy will look to design and delivery activities that encourage self-directed and self-management of learning, where candidates can expect to:

- search for, discover, access, retrieve, sift, interpret, analyse, evaluate, manage, conserve and communicate an ever - increasing volume of knowledge from a range of sources
- think critically about problems to produce innovative solutions and create new knowledge
- plan, manage and deliver projects [learning], selecting and justifying appropriate methodological processes while recognising, evaluating and minimising the risks involved and impact on the environment
- exercise professional standards in research and research integrity, and engage in professional practice, including ethical, legal, and health and safety aspects, bringing enthusiasm, perseverance and integrity to bear on their work activities
- support, collaborate with and lead colleagues, using a range of teaching, communication and net working skills to influence practice and policy in diverse environments
- appreciate the need to engage in research with impact and to be able to communicate it to diverse audiences , including the public
- build relationships with peers, senior colleagues, students and stakeholders with sensitivity to equality, diversity and cultural issues.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	27
Independent learning	220	73
Placement learning	0	0
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic interview	45 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	7 components	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50
Practical	50
TOTAL	100%

READING LIST

Module Code	BMDB7004	
Module Title	Leadership and Decision-Making in Complex Environments	
Classification	Reading List entry	Electronic*
Essential	Allen, P., Maguire, S. and McKelvey, B., (2011). <i>The sage handbook of complexity and management</i> . London:Sage Publications.	NO
Essential	Snowden, D.J. and Boone, M.E. (2007) A leaders framework for decision making, <i>Harvard Business Review</i> , 85(11) 68-76	x
Essential	Weick, K.E. (1995). <i>Sensemaking in organizations</i> (Vol. 3). Sage.	NO
Further	Ashby, W.R. (1956) <i>An introduction to cybernetics</i> , London: Chapman and Hall	NO
Further	Beer, S. (1995) <i>The Brain of the Firm</i> . Chichester: Wiley	NO
Further	Ashby, W.R., (1991). Requisite variety and its implications for the control of complex systems. In <i>Facets of systems science</i> (pp. 405-417). Springer US	NO
Further	Bennet, A. and Bennet, D., (2004). <i>Organizational survival in the new world</i> . Routledge.	NO

Further	Carlisle, Y.M. and McMillan, E., (2017) Complex Adaptive Systems and Strategy as Learning. In <i>Global Innovation and Entrepreneurship</i> (pp. 43-60). Springer International Publishing.	NO
Further	Kraaijenbrink, J. and Spender, J.C. (2010) The Resource-Based view: A review and assessment of critiques, <i>Journal of Management</i> , 36(1), 349-372	x
Further	McDaniel, R.R., (2007) Management strategies for complex adaptive systems sensemaking, learning, and improvisation. <i>Performance Improvement Quarterly</i> , 20(2), pp.21-41.	x
Further	McMillan, S. S., Kelly, F., Sav, A., Kendall, E., King, M. A., Whitty, J. A., & Wheeler, A. J. (2014). Using the Nominal Group Technique: how to analyse across multiple groups. <i>Health Services and Outcomes Research Methodology</i> , 14(3), 92-108.	x
Further	Michael, M. (2017). Actor Network Theory: Trials, trials and translations. London: Sage	NO
Further	Miller, J.H., & Page, S.E. (2007). Complex Adaptive Systems: An introduction to computational models of social life. Oxford: Princeton Press	NO
Further	Morgan J (2014) <i>The future of work</i> , Wiley, New Jersey	NO
Further	Nason, R., (2017). <i>It's Not Complicated: The Art and Science of Complexity in Business</i> . Toronto: University of Toronto Press.	NO
Further	Taleb, N.N. (2007). <i>Black Swan</i> . 2nd ed. London: Penguin	NO
Further	Taleb, N.N. (2012). <i>Antifragile: things that gain from disorder</i> . New York: Random House.	NO

MODULE CODE: BMDB7006
TITLE: Resilience, Talent and Technology
DATED: 26/02/2019

LEVEL: 7
CREDITS: 30

JACS CODE: N600

AIM(S)

- To develop a critical and analytical understanding of the changing nature of Human Resources and human resource Management in a global context influenced by the characteristics of the Fourth Industrial Revolution.
- To critically evaluate the role of human resources and Human resource Management in delivering organisational resilience in the context of volatile, uncertain, complex and ambiguous operating conditions.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically evaluate current research and advanced scholarship so to enable them to evaluate managerial and business environments, with a focus on the drivers of the Fourth Industrial Revolution; and analyse how resourcing an organisation is affected and informed by internal and external factors that in turn serve to influence the resilience (structures, processes and behaviours) adopted by the organisation.
- Demonstrate the ability to systematic evaluate current HRM and IHRM issues within a variety of organisations so as to enable them to effectively adapt the design and implementation of fair, efficient and effective policies and procedures that serve to deliver upon and influence the strategic aims of the organisation in volatile, uncertain, complex and ambiguous operating conditions, while considering societal impact in the context of the Fourth Industrial Revolution.

INDICATIVE CONTENT

- National and international employment markets from which organisations source and mobilise staff; how employment markets are evolving and/or changing in the face of accelerating technological capability (e.g. Artificial Intelligence, machine learning, Cyber-physical systems (Internet of Things) and robotics).
- The history and context of HRM and a critical appraisal of the HR function, role and standing within varying sectors including small, medium and large enterprises nationally and internationally
- Understand, analyse and critically evaluate how organisational and HR strategies are shaped by and developed in response to internal and external environmental factors.
- Human resource planning processes employed by organisations and how these are influenced by technology

- Processes of managing performance; innovating new working practices; delivering outstanding customer service; breeding an environment where talent may grow; job design.
- Understand, analyse and critically evaluate government policy and legal regulation and how these shape and impact on organisational and HR strategies and HR practices.
- Understanding starting conditions and their influence on organisational actions (e.g. the characteristics of Liberal versus Co-ordinated Market Economies)

LEARNING AND TEACHING STRATEGY

Learning will be delivered on campus. Learning design will incorporate practices suggested in the Larnaca Declaration on Learning Design to meet the characteristics of doctoral graduates set out in the QAA Characteristics Statement (2015, p. 4). learning will take place over a period of 10 weeks and the learning strategy will look to design and delivery activities that encourage self-directed and self-management of learning, where candidates can expect to:

- search for, discover, access, retrieve, sift, interpret, analyse, evaluate, manage, conserve and communicate an ever - increasing volume of knowledge from a range of sources
- think critically about problems to produce innovative solutions and create new knowledge
- plan, manage and deliver projects [learning], selecting and justifying appropriate methodological processes while recognising, evaluating and minimising the risks involved and impact on the environment
- exercise professional standards in research and research integrity, and engage in professional practice, including ethical, legal, and health and safety aspects, bringing enthusiasm, perseverance and integrity to bear on their work activities
- support, collaborate with and lead colleagues, using a range of teaching, communication and net working skills to influence practice and policy in diverse environments
- appreciate the need to engage in research with impact and to be able to communicate it to diverse audiences , including the public
- build relationships with peers, senior colleagues, students and stakeholders with sensitivity to equality, diversity and cultural issues.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	27
Independent learning	220	73
Placement learning	0	0
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic interview	45 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	7 elements	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50
Practical	50
TOTAL	100%

READING LIST

Module Code	BMDB7006	
Module Title	Resilience, Talent and Technology	
Classification	Reading List entry	Electronic*
Essential	Armstrong M. (2017) Armstrong's Handbook of Human Resource Management Practice 14 th Ed.	x
Essential	Edwards, T. and Rees, C. (2011) International Human Resource Management: globalisation, national systems and multinational companies. 2nd ed. Essex: Palgrave	x
Further	Cappelli P. (2015) Why we love to hate HR...and what HR can do about it. <i>Harvard Business Review</i> (July-August), p. 54-61	x

Further	Dicken, P. (2015) <i>Global shift: mapping the contours of the world economy</i> . London: Sage.	x
Further	Ford, M. (2015) <i>The rise of the robots: technology and the threat of mass unemployment</i> . New York: Basic books.	NO
Further	Kornberger, M., Clegg, S. and Pitsis, T. (2016) <i>Managing and organizations: an introduction to theory and practice</i> . 4th ed. London: Sage.	NO
Further	Marchington, M., Wilkinson, A., Donnelly, R. and Kynighou, A., (2016). <i>Human resource management at work</i> . Kogan Page Publishers.	NO
Further	Schwab, K., 2017. <i>The Fourth Industrial Revolution</i> . Crown Business.	NO
Further	Tricker, R.B. and Tricker, R.I., (2015). <i>Corporate governance: Principles, policies, and practices</i> . Oxford University Press, USA.	NO

MODULE CODE: BMDB7007
TITLE: 21st Century Business and Societal Ethics
DATED: 26/02/2019

LEVEL: 7
CREDITS: 30

JACS CODE: N200

AIM(S)

- To develop a critical and analytical understanding of issues influencing business and societal ethics in a global context influenced by the characteristics of the Fourth Industrial Revolution.
- To provide management professional with a range of tools through which to explore and influence Corporate Social Responsibility, resilience, and organisational and societal competitive advantage.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- evaluate first, second and third sector Corporate Social responsibility statements and predict their short, medium and longterm impact on society;
- critically speculate about potentially problematic ethical situations for first, second and third sector organisations from the perspectives of various social actors;
- design tactics for responding to ethical business challenges within first, second and third sector organisations in the context of the Fourth Industrial Revolution.

INDICATIVE CONTENT

- What are the moral and ethical responsibilities of 21st Century leaders and managers in the context of the Fourth Industrial Revolution? Is Milton Friedman correct, where he argues that the main purpose of business is to increase profits or is Denning correct, where he says that organisations exist to create desirable products and services?
- What, if anything, is wrong with exploitation (e.g. the capture and storing of human knowledge in order to replace people with technology)?
- Do employers have a duty to protect the societies within which they exist and transact?
- Moral and ethical considerations in the design of Corporate Social responsibility in the context of the Fourth Industrial Revolution.

LEARNING AND TEACHING STRATEGY

Learning will be delivered on campus. Learning design will incorporate practices suggested in the Larnaca Declaration on Learning Design to meet the characteristics of doctoral graduates set out in the QAA Characteristics Statement (2015, p. 4). learning will take place over a period of 10 weeks and the learning strategy will look to design and delivery activities that encourage self-directed and self-management of learning, where candidates can expect to:

- search for, discover, access, retrieve, sift, interpret, analyse, evaluate, manage, conserve and communicate an ever - increasing volume of knowledge from a range of sources
- think critically about problems to produce innovative solutions and create new knowledge
- plan, manage and deliver projects [learning], selecting and justifying appropriate methodological processes while recognising, evaluating and minimising the risks involved and impact on the environment
- exercise professional standards in research and research integrity, and engage in professional practice, including ethical, legal, and health and safety aspects, bringing enthusiasm, perseverance and integrity to bear on their work activities
- support, collaborate with and lead colleagues, using a range of teaching, communication and net working skills to influence practice and policy in diverse environments
- appreciate the need to engage in research with impact and to be able to communicate it to diverse audiences , including the public
- build relationships with peers, senior colleagues, students and stakeholders with sensitivity to equality, diversity and cultural issues.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	27
Independent learning	220	73
Placement learning	0	0
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Seminar presentation	30 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Blogs	7 entries	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50
Practical	50
TOTAL	100%

READING LIST

Module Code	BMDB7007	
Module Title	21st Century Business and Societal Ethics	
Classification	Reading List entry	Electronic*
Essential	Crane, A. and Matten, D., (2016). <i>Business ethics: Managing corporate citizenship and sustainability in the age of globalization</i> . Oxford University Press.	NO
Essential	Eggers, D., (2013). <i>The circle</i> . New York: Penguin	NO
Essential	Shelley, M.W., (2014). <i>Frankenstein, or, The Modern Prometheus, 1818</i> . Engage Books, AD Classic.	NO
Essential	Tolstoy, L., (2005). <i>Master and Man and other stories</i> . London: Penguin UK	NO
Further	Bostrom, N. and Yudkowsky, E. (2014). The ethics of artificial intelligence. <i>The Cambridge handbook of artificial intelligence</i> , pp.316-334.	NO
Further	Duska, R., 2007. What's the Point of a Business Ethics Course?. <i>Contemporary Reflections on Business Ethics</i> , pp.121-138.	x
Further	Horrigan, B., (2010). <i>Corporate social responsibility in the 21st century: Debates, models and practices across government, law and business</i> . Edward Elgar Publishing.	NO

Further	Jennings, Marianne M. (2014) <i>Business ethics: Case studies and selected readings</i> . Cengage Learning.	NO
Further	Russell, S., (2015). Ethics of artificial intelligence. <i>Nature</i> , 521(7553), pp.415-416	x

MODULE CODE: BMDB8008
TITLE: Research Dissertation
DATED: 26/04/2018

LEVEL: 8
CREDITS: 360

JACS CODE: N200

AIM(S)

- To undertake research to address a topic of sufficient scope and depth to develop and extend the student's capacity for critical analysis and independent thought.
- To present this research in a critical written format, to be of a standard appropriate for academic publication and / or dissemination to for a wider audience.

Students will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

LEARNING OUTCOMES

Upon the successful completion of the dissertation, the student will be able to demonstrate:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

Students will show that they are able to:

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

INDICATIVE CONTENT

As part of the writing of the thesis and the supervisor process, students can expect to be working on the following:

- Planning, management and execution of an in depth research, inquiry or investigation with a business and/or management focus by applying the principles of research design to the formulation of a research question including, where appropriate, formal hypotheses that can be tested and the selection of appropriate research methods for answering these questions. Use of project management skills

to budget, manage time and other resources, building and managing relationships; learning and reflection, reviewing and judging.

- The complexities and practical issues of business and management research: Independent learning and development; stakeholder interests and ethical considerations; the investigative process; philosophical considerations; the use of theory; the importance of on-going clear communication.
- Exploring the literature, writing a literature review, reviewing published literature critically, showing conceptual and theoretical understanding.
- Critical evaluation of the appropriateness of qualitative/quantitative methods of data collection and analysis to meet the needs of the chosen topic and research questions. The use of these (in combination as necessary) to analyse, synthesise, interpret and present the resulting data and also to critique previous research.
- Demonstration of the ability to conduct research under supervision in a business and management context including the ability to review published literature critically, show conceptual and theoretical understanding, identify research problems, use project management skills to budget, manage time and other resources, handle data, interpret results and disseminate findings in a way that is consistent with professional business and management practice and normal principles of research ethics.
- Establishment clear linkages between academic research and organisational application, in a way that meets the requirements of both settings.
- Demonstration of the analytical, numerical, literacy, communication and computer skills to enable critical research to be undertaken, contextualised within a wider academic literature and debate, and be able to apply those transferable skills to develop research based inquiry in future employment settings.
- Critical and well-argued discussion about the findings of the research and draw appropriate conclusions.

LEARNING AND TEACHING STRATEGY

The learning, teaching and assessment strategy of this level 8 research module conforms with that specified in Chapter 8 of the Academic Quality Handbook and the associated Code of Practice for Research Degrees.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	165	5
Independent learning	3,435	95
Placement learning	0	0
TOTAL	3,600	100%

ASSESSMENT

A supervisory team will be allocated, and will operate in accordance with the regulations and Code of Practice for professional doctorates. The assessment includes a thesis and a *viva voce* examination.

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
<i>Thesis and Viva Voce</i>	Thesis – 60,000 words (maximum)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	BMDB8008	
Module Title	Research Dissertation	
Classification	Reading List entry	Electronic*
Essential	Dunleavy, P. (2003) <i>Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation</i> . Houndmills, Basingstoke: Palgrave Macmillan.	x
Essential	Grix, J. (2018) <i>The foundations of research</i> . 3rd ed. Houndmills: Palgrave Macmillan.	x
Essential	Walker, M. and Thomson, P. (2010) eds. <i>The Routledge Doctoral Student's Companion: supporting research in Education and the Social Sciences</i> . Oxford: Routledge.	x
Further	Arbnor, I. and Bjerke, B. (2008) <i>Methodology for Creating Business Knowledge</i> London: Sage.	x
Further	Bell, J. (2014) <i>Doing your research project: A Guide For First-Time Researchers (UK Higher Education OUP Humanities & Social Sciences Study S)</i> . Maidenhead: Open University Press.	x

Further	Blaxter, L., Hughes, C. and Tight, M. (2010) <i>How to research</i> . Buckingham: Open University Press.	x
Further	Bryman, A. (2015) <i>Social Research Methods</i> . Oxford: Oxford University Press.	NO
Further	Campbell, A. and Groundwater-Smith, S. (2007) <i>An ethical approach to practitioner research</i> . London: Routledge.	x
Further	Clark, A. and R. Dawson (1999) <i>Evaluation Research: An Introduction to Principles, Methods and Practice</i> . London: Sage.	x
Further	Costley, C., Elliott, G. and Gibbs, P. (2010) <i>Doing Work based Research: approaches to enquiry for insider-researchers</i> London: Sage	x
Further	Easterby-Smith, M., Thorpe, R. and Jackson, P (2018 6 th ed) <i>Management Research</i> , London: Sage.	NO
Further	Field, A. (2013) <i>Discovering Statistics Using IBM SPSS Statistics</i> , 3 rd ed. London: Sage.	NO
Further	Fox, M., Martin, P. and Green, G. (2007) <i>Doing Practitioner Research</i> London: Sage.	x
Further	Hammersley, M. (ed), (2009) <i>Social Research: Philosophy, Politics and Practice</i> . London: Sage.	NO
Further	Hanley, B. (2005) <i>Research as empowerment? Report of a series of seminars organised by the Toronto Group</i> . York: Joseph Rowntree Foundation.	NO
Further	Schostak, J. and Schostak, J. (2008) <i>Radical research: Designing, developing and writing research to make a difference</i> . London: Routledge.	x
Further	Hart, C. (1998) <i>Doing a Literature Review</i> . London: Sage.	NO
Further	Kindon, S., Pain, R. and Kesby, M. (2010) <i>Participatory action research approaches and methods</i> . London: Routledge.	x
Further	Newman D and Brown R (1996) <i>Applied Ethics for Programme Evaluation</i> . Thousand Oakes, Newbury Park, CA: Sage.	NO
Further	Robson, C. (2016) <i>Real World Research (4th ed.)</i> Chichester: John Wiley and Sons.	NO
Further	Saunders M N K (2015) <i>Research Methods for Business Students</i> . London: Pitman.	x
Further	Schön, D. A. (1990). <i>Educating the Reflective Practitioner</i> . San Francisco: Jossey-Bass.	NO

Further	Schostak, J. and Schostak, J. (2008) <i>Radical research: Designing, developing and writing research to make a difference</i> . London: Routledge.	x
Further	Sieber, J.E. (1992) <i>Planning ethically responsible research: A guide for students and internal review boards</i> . Newbury Park, CA: Sage.	NO
Further	Silverman, D. (2017) <i>Doing Qualitative Research</i> . 5th ed., London: Sage.	NO
Further	Teddlie, C. and Abbas, T. (2009) <i>Foundations of Mixed Methods Research</i> London: Sage.	NO
Further	Thomson, A. (2001) <i>Critical reasoning: A practical introduction</i> . London: Routledge.	NO
Further	Wellington, J. (2010) <i>Making Supervision Work for You: A Student's Guide</i> London: Sage.	NO