

**HENLEY BUSINESS SCHOOL
PROGRAMME SPECIFICATION FOR THE DOCTOR OF BUSINESS ADMINISTRATION**

HENLEY BUSINESS SCHOOL

DOCTORAL PROGRAMME SPECIFICATION

DOCTOR OF BUSINESS ADMINISTRATION

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1. Doctor of Business Administration					
1.A. Awarding Institution <i>University of Reading</i>	1.B. Teaching Institution <i>Henley Business School</i>	1.C. Programme accredited by:	1.D. Final Award Doctor of Business Administration (DBA)	1.E. UCAS Code	1.F. QAAHE Benchmark Group
1.G Programme Description					
<p>The Henley Doctor of Business Administration is a professional doctoral degree designed to enhance executive and professional practice through the application of sound theory and rigorous research to real and complex issues in business and management. It provides a structure and a wide range of learning opportunities as well as a community of practice to develop a deep knowledge and understanding of research that is both scholarly and relevant. The Programme is international in scope and is completed on a part-time basis. The minimum completion period is 3 years although Research Associates are registered for 6 years. Normally applicants will join the Programme having completed the Henley MSc in Business and Management Research although direct entry is available to suitably qualified applicants. The Programme is likely to appeal to experienced senior executives, consultants or business school academics with a good master's degree.</p>					

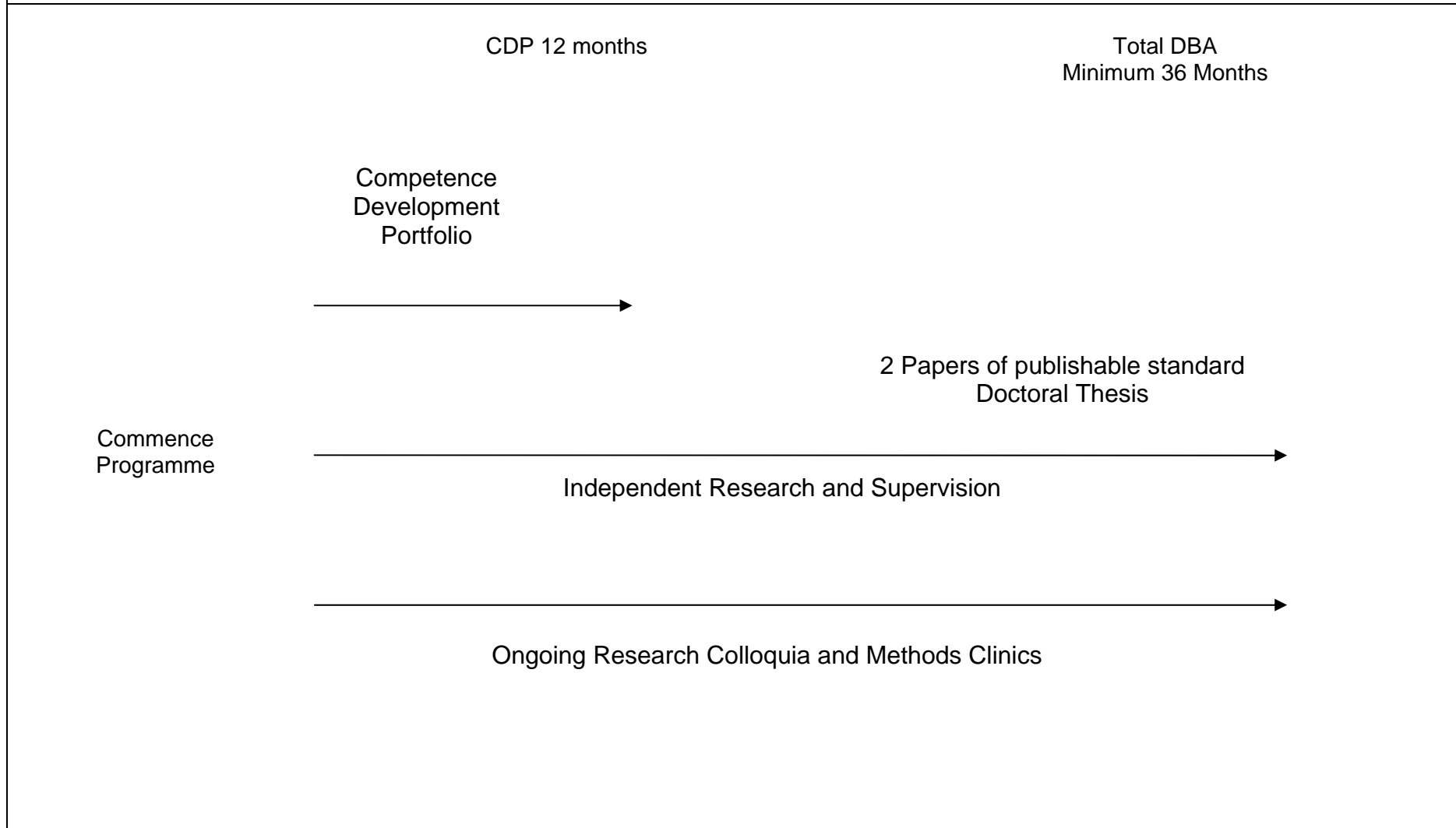
2. Educational Aims of the Programme

The educational aims of the Henley Doctor of Business Administrations are to enable Research Associates to:

1. Enhance their performance as reflective practitioners and to enhance their professional practice
2. Have a sound understanding of the relevant conceptual and theoretical underpinnings of their chosen area of research into business and management, which may have a single discipline or an interdisciplinary focus
3. Have a detailed understanding of applicable techniques for research and advanced academic and management enquiry
4. Create and interpret knowledge through original research of a quality to satisfy review by senior scholars and practitioners and to make a contribution to theory and professional practice
5. Have the ability to conceptualise, design and implement projects for the generation of significant new knowledge or understanding and adjust the project design in the light of unforeseen difficulties
6. Argue an effective, coherent and scholarly case for their chosen research topic, both orally and in writing, including the production of a Doctoral Thesis
7. Have the ability to communicate their ideas and conclusions clearly and effectively to specialists, practicing managers and non-specialist audiences
8. Have the qualities needed for employment requiring the exercise of personal responsibility and largely autonomous personal initiative, as well as informed judgements, innovation and problem solving, in complex and unpredictable situations and often in the absence of complete data.
9. Have developed personal, consultancy and research competencies sufficient to continue to undertake rigorous and relevant research at an advanced level that contributes to theory and practice in business and management, and to continue a lifetime of self-reflective development

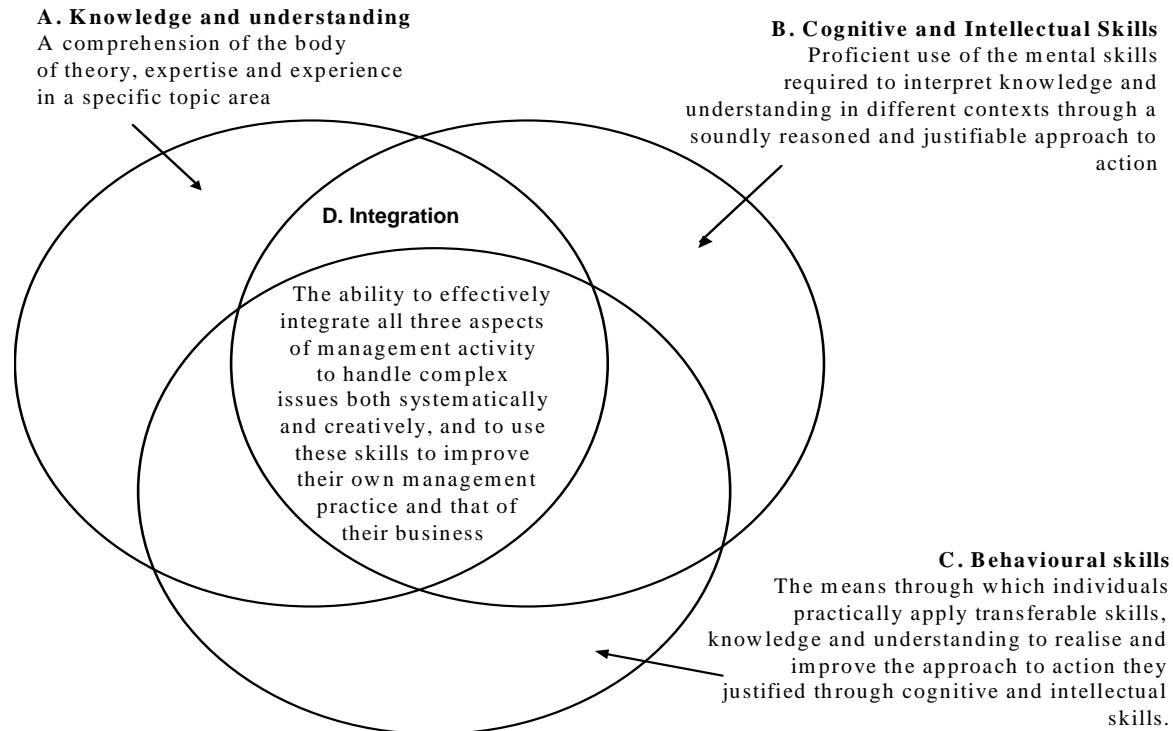
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The educational aims are achieved through the following structure:



The programme delivers the three major categories of learning outcomes

By following the programme structure outlined above, participants have the opportunity to develop a variety of skills and expertise, which fall into three major categories. The detail of these categories is outlined in Section 3. The contribution of each subject to this is outlined in section 4.



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<p>3. The programme/ module provides opportunities for students to achieve the following outcomes:</p>	<p>3.i The following general teaching, learning and assessment strategies are used to enable students to achieve and demonstrate these outcomes:</p>
<p><i>A. Knowledge and understanding:</i> Graduates will have a deep and systematic understanding and critical awareness of current and pervasive issues relating to research in business and management and will demonstrate their knowledge and understanding in the following areas:</p> <ol style="list-style-type: none"> I. The range of knowledge, theory, specialisms and philosophical paradigms that underpin research in the field of business and management II. Qualitative and quantitative approaches to research and their related epistemological perspectives III. The main research methodologies used by researchers in business and management research, including experimental design, action research, survey methods and ethnographic approaches IV. A wide range of research methods including questionnaires, interviews, observation, textual and discourse techniques simulation and secondary data processing V. Techniques for analysing qualitative and quantitative data using information technology and appropriate software VI. The ethical dimension of research in business and management VII. The research process and project planning VIII. A comprehensive and critical understanding of theory and practice in a specific area of business and management IX. Informed choices regarding the suitability of particular approaches to research in a specific research situation 	<p><i>Teaching and Learning Strategy</i></p> <p>Knowledge and understanding outcomes will be developed throughout the Programme, by means of guided and self-directed study. Research Associates will typically have completed the Henley MSc in Business and Management Research, or an equivalent qualification, prior to joining the Programme. They will be expected to attend Research Colloquia, and have the option to attend Research Clinics, as well as some workshops on the MSc Programme. At the doctoral stage, Research Associates are expected to have a self-directed approach to learning, guided by their Supervisors.</p> <p><i>Assessment strategy</i></p> <p>Summative assessment of knowledge and understanding will be achieved by the Thesis and 2 papers of publishable standard, as well as by means of the Competence Development Portfolio. Written feedback will be provided and assessment criteria are published.</p> <p>Supervisors and other Tutors on the Programme will also provide formative feedback. For example, Research Associates will be expected to make at least 1 presentation per year to Research Colloquia and these events will provide opportunities for formative feedback.</p>

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<p>3. The programme/ module provides opportunities for students to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategies are used to enable students to achieve and demonstrate these outcomes:</p>
<p><i>B Cognitive and intellectual skills:</i></p> <ul style="list-style-type: none"> i. Critical thinking and creativity: managing creative processes in self and others; organising thoughts, identifying assumptions, evaluating statements in terms of evidence, detecting false logic or reasoning, identifying implicit values, defining terms adequately, and generalising appropriately ii. Analysis: with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively iii. Synthesis: with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline of management iv. Evaluation: has a level of conceptual understanding and awareness of ways of addressing dilemmas and choices that will allow him/her critically to evaluate research-based scholarship and practice and to argue alternative approaches v. Application: can demonstrate initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations vi. Problem solving and decision-making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify, and evaluate options; the ability to implement, review and critically reflect on decisions vii. Managing information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge viii. Specific research-related skills: including performing a literature search and completing a literature review, and techniques of quantitative and qualitative analysis, using appropriate information technology and computer software ix. Ability to develop and test appropriately grounded theory for explaining complex situations 	<p><i>Teaching and Learning Strategy</i></p> <p>Cognitive and intellectual skills, which relate to the proficient use of the mental skills required to interpret knowledge and understanding, will typically be developed in conjunction with the development of knowledge and understanding, and also through the formative and summative and assessment of knowledge and understanding outcomes.</p> <p><i>Assessment strategy</i></p> <p>Assessment of cognitive and intellectual skills will typically be assessed in conjunction with the summative and formative assessment of knowledge and understanding outcomes.</p>

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<p>3. The programme/ module provides opportunities for students to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategies are used to enable students to achieve and demonstrate these outcomes:</p>
<p><i>C Behavioural skills</i></p> <ul style="list-style-type: none"> i. Self awareness and evaluation: is aware of impact on others and is reflective on own and others functioning in order to improve practice ii. Two-way communication: listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including the preparation of business reports, in academic and professional environments with a range of specialists and people at different levels of organisations iii. Problem solving: uses self-awareness and awareness of others, with leadership and communication skills to solve problems both autonomously and collaboratively iv. Numeracy and business research skills: including the use of models of business situations; quantitative and qualitative research skills; ability to conduct research into business and management issues with the minimum of guidance v. Personal effectiveness: self-awareness and self-management; time management, delegating where appropriate and organising priorities efficiently; sensitivity to diversity in people and different situations; the ability to continue learning vi. Learning: is able to use full range of learning resources and learns through reflection on practice and experience vii. Ethics and value management: recognising ethical situations, applying personal and organisational ethical values to situations and choices, managing the implications of dilemmas and working proactively with others to formulate solutions. viii. Autonomy: is independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development ix. Technical expertise: has technical expertise, performs 	<p><i>Teaching and Learning Strategy</i></p> <p>Behavioural skills are the means through which individuals practically apply their knowledge and understanding and cognitive and intellectual skills. They will be developed through the core subject modules</p> <p><i>Assessment strategy</i></p> <p>Assessment of behavioural skills will be achieved in conjunction with the summative and formative assessment of knowledge and understanding outcomes, and additionally, through the competence development process that accompanies the academic learning journey. The Thesis and publishable papers will provide evidence for the application of such skills.</p>

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<p>3. The programme/ module provides opportunities for students to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategies are used to enable students to achieve and demonstrate these outcomes:</p>
<p>smoothly with precision and effectiveness; can adapt skills and design or develop new skills or procedures for new situations</p> <p>x. CIT: effective use of communication and information technology</p>	

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4 – Programme Coverage

The DBA Programme has no set subject coverage as such and is concerned with careful preparation of the thesis and 2 publishable outputs, as well as a Competence Development Portfolio. The areas of focus for these outputs are selected by the Research Associate and agreed with the Supervisor and Director of Studies. Training in research knowledge is achieved by attendance at colloquia, research clinics and optional research methods and skills workshops.

5. Types of learning activity used to enable outcomes to be achieved
Guided self-study Independent self-study Problem-based learning Research Colloquia Research

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6. Support for students and their learning	
Workshops	<p>There are no compulsory workshops but Research Associates may attend, or re-attend some workshops from the MSc in Business Management Research, as agreed by the Director of Studies.</p> <p>Research Associates will be expected to attend Colloquia at Henley Business School and to make at least 1 presentation per year, in person or virtually, on their research.</p> <p>Additional optional events are provided including 'Research Clinics' and skills development workshops</p>
Additional Tutor support for learning and development process	Research Associates will be allocated at least one Supervisor to support them in the development of their Doctoral Thesis. Typically the Supervisor will be a member of Henley faculty and will be appointed at the outset of the Programme.
E-Learning Resources	The DBA Programme has its own e-learning resource within which additional resources will be available
Materials	<p>Access to e-Library resources</p> <p>Access to MBA Programme materials</p>
Assessment	Competence Development Portfolio (two targets), 2 publishable papers and the Doctoral Thesis
Tutor support for learning and development process	<p>Tutors deliver Workshops, provide e-learning support and undertake assessment</p> <p>Mentors provide support for Competence Development Plan and Portfolio and for Dissertation Portfolio</p> <p>Supervisors provide support for the Doctoral thesis</p>
Library resources	Virtual and physical
Course handbooks	A Course Handbook is available in electronic format

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7. Programme Registration and Commitments	
a) Registration and Extension of Registration Periods	Minimum: 36 months Maximum: 72 months
Numbers of months to completion	Minimum 36 months
Course members registered for	6 years (72 months)
Re-registration	2 years
b) Study Hours	Total: 5400 hours

8. Assessment

a) Components of Assessment

There are three components of the summative assessment in the DBA Programme:

- Competence Development Portfolio comprising evidence and reflection on the achievement of 2 competence development targets
- 2 papers of publishable standard (2000-4000 words)
- Dissertation Thesis (normally 80000 words and maximum 100,000 words)

b) Resits and Resubmissions

- Competence and Development Portfolio: Each element of the Portfolio may be resubmitted on one occasion, subject to the amendments required. Elements that do not meet the assessment criteria will be assessed either as 'minor amendments required' or as 'major amendments required'. Minor amendments may be resubmitted within 2 months and major amendments within 6 months.
- Publishable Papers: each paper may be resubmitted on one occasion. Papers that do not meet the assessment criteria will be assessed either as 'minor amendments required' or as 'major amendments required'. Minor amendments may be resubmitted within 2 months and major amendments within 6 months.
- Thesis: Theses assessed as 'fails' may not be resubmitted for the award of a DBA, although subject to the recommendation of the Examiners may be resubmitted within 6 months for an MPhil. Theses requiring minor amendments may be resubmitted within 4 months and those requiring major amendments within 12 months.

The assessment weighting by component will be as follows:

Assessment	Credits	Weighting in Programme %
Competence Development Portfolio	50	9.5
Publishable Papers (x2)	100	18.5
Doctoral Thesis (80,000 words)	390	72
Total	540	100

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9. Admission requirements

Applicants for the Doctor of Business Administration should have

- i. A Henley MSc in Business and Management Research, or a masters-level qualification from a British University or its equivalent (which may include an MBA), which included a research-based dissertation or thesis, plus, an ESRC approved qualification in research methodology and methods
- ii. Have at least three years' relevant management experience

Under the category of equivalent qualifications are degrees from recognised foreign universities and a number of professional/vocational qualifications. Candidates whose first language is not English must normally pass one of a number of prescribed English Language tests. The Business School may also require a GMAT test to be taken (minimum score to be at least 580). All applicants will be required to attend an interview with the Director of Studies and a representative from the appropriate School of Thought Leadership.